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Review of the Elementary Spelling Book - 1844.



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N O A H W E B S T E R , L L . D .

EXTRACTED PRINCIPALLY FROM

Cobb, Lyman, 1860-1864

COBB'S CRITICAL REVIEW.

" Society is directly benefited by the inculcation of truth, and the suppression of error;" therefore,
examine.

N E W Y O R K :

1 8 4 4 .

[See ADDENDA, page 27, PARTICULARLY.]

WEBSTER'S
ELEMENTARY SPELLING BOOK.

COMPILED BY AARON ELY,

OF THE CITY OF NEW YORK.

The following Review or Criticism on the Elementary Spelling Book was published many years since in the belief that the publication and use of that work in our Schools, owing to the *erroneous* and *blundering* manner in which it was compiled by Mr Ely, would not only be *injurious* to the cause of sound learning, but *disreputable* to the literature of our country. Will any one say that the preceding remark is *too severe*? Let him *candidly* and *carefully* read the following Introduction, Review, and Addenda.

As great efforts have been recently made by the relatives, friends, and publishers of Webster's Elementary Spelling Book, to push it into use, and particularly to secure its adoption by the State Society of New Jersey, soon to assemble at Trenton, this Review is republished that the character of the work may be more fully known.

The Elementary Spelling Book is kept in use principally by its *cheapness*; for, in no large city or town where any *critical* attention whatever has been paid to the importance of a *good* Spelling Book has it ever been adopted or extensively used.

FROM
THE BEQUEST OF
EVERT JANSEN WENDELL
1918

The following advertisement shows in what estimation this Spelling Book was held by the Teachers in the city of New York, most of whom were personally acquainted with Mr. Ely, and with the fact that he was the compiler of the work. Had the work been published with the name of Mr. *Ely* on its titlepage instead of the name of *Dr. Webster*, it would never have found its way into the schools of our country. The weight and influence of Dr. Webster's name, and the belief that he had spent a long time in its compilation, have given it a reputation which its merits would never have gained for it.

ADVERTISEMENT.

A meeting of teachers having convened in R. Lockwood's School-room, corner of Broadway and Reed-street, on the 31st of July last, and continued by adjournment to the 2d inst., for the purpose of taking into consideration the propriety of adopting Dr. Webster's Elementary Spelling Book, compiled by the late Aaron Ely, and recently published in this city; and the work having been carefully and critically examined at these several meetings, and its claims to public patronage when compared with other similar publications, as well as the several points in favor of the work, as set forth in a report made by a committee composed of its friends, having been discussed at great length, the report of the committee was, on the final question being taken, **REJECTED** by a large majority, only *six* teachers voting in favor of its adoption.

JOSEPH McKEEN, Secretary.

October 5, 1829.

INTRODUCTION.

1918

BEFORE entering upon the examination of the Elementary Spelling-Book, it may not be improper to give a brief chronological history of the causes and circumstances which have rendered this publication not only justifiable, but indispensable to the promotion of truth, and the protection of individual character and enterprise.

In detailing these, I shall commence at that period when, from experience in the use of Dr. Webster's *old* American Spelling-Book in instructing, I became familiar with the numerous blunders and inconsistencies contained in that work, and resolved both to give the result of my investigations to the publick in the way of criticism, and to employ my experience, thus acquired, in the compilation of a work for elementary instruction. The former, relative to the American Spelling-Book, was published in a series of numbers in the Albany Argus in 1827-8. Whether that examination and criticism on the American Spelling-Book were either ill-timed or unimportant, is left for others to determine; with this single remark—that it is confidently believed Dr. Webster will himself admit, that if those criticisms had never appeared, the recent compilation of the Elementary Spelling-Book would never have been deemed necessary.

Perhaps it will not be improper, however, to state here, that immediately, or at least very soon, after the publication of that criticism in the Albany Argus, Dr. Webster abandoned his *old* Spelling-Book, and procured the compilation of a *new* one, which was published more than *two years* before the copy-right of the *old* Spelling-Book expired (Sept. 15, 1831,) and every effort was made to push it into use. That Dr. Webster would *not* have published a *new* Spelling-Book, had not the criticisms in the Albany Argus been given to the publick, is, I think, fairly to be inferred from the two following statements made by him in his APPEAL "TO THE PUBLICK," published in a New Haven newspaper, March, 1826.

Thus Dr. Webster remarked: "My tables,

especially those of irregular words, the most important of all the classes, are so constructed, *and so nearly complete*, THAT THEY CANNOT BE IMPROVED." And he remarked, farther: "My Spelling-Book, which has had an unparalleled sale, and has, it is believed, had a very extensive effect in facilitating the acquisition of the language, and in purifying the popular pronunciation from vulgarities—WILL BE ADJUSTED (*not* that he would write or cause to be written a *new* one) to a uniformity with the dictionary in pronunciation." The preceding remarks, it must be remembered, were published by Dr. Webster in the New Haven paper but *eighteen months* previous to the publication of my criticisms on the *old* Spelling-Book in the Albany Argus. It is, therefore, perfectly evident that Dr. Webster became fully satisfied that he could no longer sustain the *old* Spelling-Book on his reading the criticisms in the Argus, or he would not have employed another person to compile a *new* one to be published *two years* BEFORE the copy-right of the *old* one expired!!!

Having heretofore characterized this compilation as the work of Mr. Aaron Ely, of the city of New York, and published by Dr. Webster as the result of his long experience and deep research in philology, I feel it due to myself and others that this charge should not be left to stand upon assertion alone: an imputation so vitally effecting the character of the Elementary Spelling-Book.

The causes and circumstances which led to the employment of Mr. Ely by Dr. Webster are as follow: Mr. Aaron Ely and Mr. D. H. Barnes each talked of making a Spelling-Book. They became intimate. Mr. Ely said that he thought they together could produce a better Spelling-Book than any heretofore published; and they both agreed in this, that Dr. Webster's *old* Spelling-Book, notwithstanding the popularity it had enjoyed, was always a very bad one; that it had numerous errors in classification, orthography, and pronunciation which

ought to be corrected. [They knew very well, what all know who have critically investigated the matter, that although the *old Spelling-Book* was an improvement upon Dilworth's Spelling-Book, yet that many, if not all, the spelling lessons were evidently copied from Dilworth's Spelling-Book, in-so-much so that many *blunders* in orthography, contained in Dilworth's, appear in all the editions of the *old Spelling-Book* and have continued so since 1783, uncorrected; as *sallad*, *faggot*, *hansel*, *sadler*, page 22, *uncle*, p. 46; *hindrance*, *phrenzy*, p. 47; *cobler*, *frolic*, p. 48; *enthrall*, p. 93; *seignor*, *shoar*, p. 146, &c. &c. &c., which, from the extensive use of the *old Spelling-Book* in this country, have become incorporated into almost every newspaper, pamphlet, periodical, and book, in the United States; and, in fact, so great has been the influence of these blunders of Dr. Webster, evidently copied from Dilworth, that even many *authors* of Spelling-Books have copied them into their own works.] Mr. Ely and Mr. Barnes both agreed that the *old Spelling-Book* had some good things in it; but a point not to be overlooked was, that Dr Webster's name would sell the book better than theirs. Mr. Barnes' object was to have a book somewhat on his own plan; Mr. Ely's object was to get a job that would pay well. Mr. Barnes, therefore, wrote to Dr. Webster recommending Mr. Ely as a suitable person to re-model his *old Spelling-Book*.

Mr. Ely went to see Dr. Webster. Their plans were diverse, both differing materially from the *old Spelling-Book*. Mr. Ely's plan, however, of similar terminations in the spelling tables, prevailed; and, they both came to the conclusion that it would be easier to make a *new* book than to mend the *old* one. The plan agreed upon for which Mr. Ely received the \$1000 was the one upon which the work was got out. Mr. Ely was to prepare reading lessons, showing the application of words in the several tables. Mr. Ely was left at liberty in the selection of words of the tables, except that they were to come from Dr. Webster's *Quarto Dictionary*. Mr. Ely, said he soon found that it would be an endless task to construct the tables in this way: so he compiled them from *Walker's Rhyming Dictionary* (London edition, published in 1824). [This accounts, in a great degree, for the *discrepances* in spelling between the *Elementary Spelling-Book* and *Webster's Dictionary*, pointed out

in this Review!] Mr. Ely said, however, that he was so much of a *Webster* man that he did not find it necessary to have recourse to the *Quarto Dictionary*, except in a very few instances!

The truth is, that Mr. Ely was a man of very limited capacity and had but little learning, (as a perusal of the following Review will fully prove), and but little time allowed in which to make the book. Thus, instead of the *Elementary Spelling-Book* being the production of the mature judgment of a veteran author, it is the first and feeble attempt at book-making of a man totally unqualified for such an undertaking!

In addition to the preceding facts in relation to the compilation of the *Elementary Spelling-Book* which were well known by a gentleman in this city, formerly a partner of Mr. Ely, in the business of teaching, the following certificates prove most conclusively that Mr. Ely compiled the work for which he received the *paltry* sum of \$1000.

CERTIFICATES

TO PROVE THAT DR. WEBSTER'S ELEMENTARY SPELLING-BOOK WAS COMPILED BY MR. AARON ELY OF THE CITY OF NEW YORK.

From Mr. Joseph McKeen, now (1836) Principal of Union Hall Academy, New York.

As secretary of a Convention of Teachers, who, in the autumn of 1829, at the instance of Mr. Aaron Ely, held several successive meetings, I felt myself called upon to publish in the *Commercial Advertiser* a communication, from which the following is an extract:—

JOSEPH MCKEEN.

New York, Dec. 24, 1831.

"That Mr. Ely was engaged to compile the *Elementary Spelling-Book* for Dr. Webster at a compensation of 1000 dollars, I could say, on the authority of E. W. Morse and A. M. Merchant, two gentlemen whose veracity will not be questioned in this community, both of them warm friends of Dr. Webster. I had also the evidence of Mr. Ely himself, that he did so compile the book, and that for convenience in finding words of similar terminations, he had used *Walker's Rhyming Dictionary*, a London edition of 1824; that he sent the manuscript sheets on to Dr. Webster at New Haven, and that Dr. Webster was pleased with the execution of the work, and had written him a complimentary letter. Mr. Ely was a sedate and religious man, and could have had no apparent object in misrepresentation."

From Mr. Aaron M. Merchant, author of a Grammar, formerly Principal of Union Hall Academy, now (1836) Secretary of the New York Insurance Office.

In justice to my friend, Joseph McKeen, I cannot deny him the right which he claims of my attesting to the truth of his statement contained in the *Commercial Advertiser*, respecting the compilation of the *Elementary Spelling-Book*.

I was knowing to Mr. Ely's being engaged in compiling the work, from the circumstance of his frequently bringing the MS. to me, while in the progress of arrangement and preparation for the press. I always understood, however, that the sheets were to undergo the *surveillance* and correction of Dr. Webster before they were published. I was also informed by Mr. Ely, that he was to receive 1000 dollars for his labours as compiler.

I am the personal friend of Dr. Webster, and have only consented to give Mr. McKeen this certificate from a sense of justice to him, as having made a *true statement* to the publick.

A. M. MERCHANT.

New York, Dec. 24, 1831.

From Mr. F. W. Morse, teacher of a very highly respectable Classical School, in New York.

In justice to Mr. McKeen, of whose veracity I have had ample proof in some very trying cases, I am compelled to unite with Mr. Merchant in the above certificate, in its full extent.

E. W. MORSE.

New York, Dec. 24, 1831.

From E. Wheaton, Esq., now (1836) Publick Administrator in the city of New York, formerly Principal of the Mechanick's Institution, in that city.

I certify, that in a conversation with the late Aaron Ely, a short time previous to his death, he stated that the late Daniel H. Barnes recommended him to Dr. Webster as a suitable person to compile his Spelling-Book; that some time previous to such recommendation, he had consulted with Mr. Barnes respecting the propriety of compiling one, and they had in conjunction drawn the outlines of a plan for such a publication; that after some personal and written communications with Dr. Webster on the subject, he made a journey to New Haven, where the arrangements were completed and the writings interchanged; that he compiled the Elementary Spelling-Book in this city, sent the manuscript to Dr. Webster, and he was pleased with the manner in which he had performed the task. Mr. Ely did not speak of it as a matter of secrecy, nor did I then think there could be a question as to his being the compiler.

E. WHEATON.

New York, Dec. 24, 1831.

I shall only add to the foregoing certificates an extract from a communication written by Mr. Ely, in answer to some strictures on the Elementary Spelling-Book, published in the New York Evening Post, Aug. 27, 1829.

"I will thank any candid writer to note any errors in the Spelling-Book, and I will endeavour to profit by his criticisms. I was not apprized that the words '*bailiff*,' '*caitiff*,' and a few others which end in *ff*, were omitted in the Spelling-Book, till a friend of mine mentioned the fact. *They were in the manuscript which I wrote, and they must be inserted in the next edition of the Spelling-Book.*"

Independent of the preceding certificates as proof of the hireling compilation, there are proofs in the work itself equally strong and convincing: for instance; there are

many words which *were* properly classed in the *old* Spelling-Book, now in the Elementary Spelling-Book *wrongly* classed by Mr. Ely, so that their correct pronunciation can not now be learned. Thus, *ra-sure* and *seizure* page 87, *pleasure, measure, and treasure*, page 88 which should be on page 122 with words in which *s* and *z* have the sound of *zh*. These *were* rightly classed in the *old* Spelling-Book page 84, by Dr. Webster. Again: *financier, brigadier, grenadier, and bombardier*, page 61, *wrongly* classed, which should be on page 137, with *cavalier, cordelier, &c.* in which "*i* has the sound of *e* long." These *were* rightly classed in the *old* Spelling-Book, page 97, by Dr. Webster, &c. &c. &c. And, again: Dr. Webster has published an abridgment of the *old* Spelling-Book, since Mr. Ely compiled the Elementary Spelling-Book, in which the preceding words *are* rightly classed, also, on pages 59, 69, and 70!

This conduct on the part of Dr. Webster is without a parallel among authors in the whole world. That a man who had enjoyed almost universal patronage, should employ *another* man to compile a book for him, put his *own* name to it, send it forth, and permit his friends, teachers, presidents, and professors of colleges, preceptors of academies, divines, editors, doctors, and lawyers to recommend and puff it as the work of the long life of the learned Dr. Webster; and also to engage publishers in every part of the Union to publish and push it into use in the place of the *old* Spelling-Book as an improvement on it, is a matter of astonishment. Whether a *consciousness of his inability*, or a wish to *avoid the drudgery* of compiling the Elementary Spelling-Book, or a desire to have the work done *cheap*, most prompted him to employ Aaron Ely, a man wholly incompetent to the task, it is not my province to determine.—[See Addenda, at the end of this Review.]

In any view of the case, Dr. Webster had no right to employ Mr. Ely to write the Elementary Spelling Book for him; for, owing to the extensive patronage bestowed upon him by the use of his *old* Spelling-Book, he was under obligation, and the people of this country had a right to expect that he would call into requisition all his talents, mental capacities, and experience, in its compilation. If Mr. Ely could not, and did not, write as good a book as Dr. Webster him-

self would have written, then, by accepting his work from the hands of his hireling compiler, he did *manifest injustice* to the community; on the other hand, if Mr. Ely had write a better Spelling-Book than Dr. Webster could have written, then he has done great injustice to Mr. Ely, his family, and his memory; for, in that case, Mr. Ely's name should have been inserted on the title-page or acknowledged in the preface, so that if the book were successful in its circulation and popularity, it might have been a great aid to Mr. Ely in the circulation and sale of any other book or books which he might have compiled; or its reputation might have aided him in his school in which he was then engaged in Oak-street, New York. But Dr. Webster deprived him of all these advantages by scrupulously avoiding the mere mention of Mr. Ely's name in the Elementary Spelling-Book.

Again; it is not sufficient that Dr. Webster read over the manuscript of the Elementary Spelling-Book, and really believed that it was as good a book as he could have written himself; for, Dr. Webster could not know whether he could have made a better book, until he made the trial. But when on examination we find that the Elementary Spelling-Book is the *most erroneous extant*, what measure of indignation ought the community to manifest towards that man, who, with the weight of his name merely, has palmed upon them a HIRELING PRODUCTION, which, if it had borne the name of Aaron Ely, (or any other person as little known as Mr. Ely,) its *real* author, on its titlepage, would never have found its way into a hundred schools on its merits alone?

The Elementary Spelling-Book has been forced upon the community, to a great extent, in the following manner. The old Spelling-Book was suddenly withdrawn, in many cases, and the Elementary Spelling-Book forced into its place, because no more of the old book could be obtained; for the friends of Dr. Webster believed it to be the work of the learned and veteran author; being informed that it was an IMPROVEMENT on the old American Spelling-Book, and

that it had been compiled by their old friend Noah Webster, J.L. D., as it is stated on the titlepage of the Elementary Spelling-Book; and, consequently, they adopted it without examination.

If thus palming upon a generous, and to him indulgent publick, under his own name, a work not written or compiled by himself, be culpable and highly reprehensible in the father, what shall be said of the son, (William Webster, of Cincinnati, a bookseller,) who has attempted to intimidate one of the publishers of my books, for having simply alluded to the fact in his newspaper (of which he is editor) that Dr. Webster employed another person to compile the Elementary Spelling-Book?

The following is an extract from the letter written by his son (Wm. Webster) to the publisher above alluded to: "I presume you allude to an IDLE CHARGE made by Lyman Cobb, that my father had been palming on the public a work which was not *really* and *legitimately* his own—a charge which he at once repelled as RIDICULOUSLY and LIBELOUSLY FALSE, and which would have been responded to by a LEGAL PROSECUTION had the source of the LIBEL been a more RESPECTABLE ONE"!!!

What will the world say to this? Which will it most admire, the CONDUCT of the father, or the unblushing EFFRONTERY of the son?

These remarks, together with the following Review of the Elementary Spelling-Book, are herewith submitted to my fellow-citizens with this single request: that if they shall, on a thorough, impartial, and candid investigation of this Review and the Elementary Spelling-Book, come to the conclusion that the erroneous condition of the book and the course taken by Dr. Webster, to get the Elementary Spelling-Book into circulation, were sufficient reasons to justify me in what I have here written, let them award me credit for having so done; but, if not, let the reproach rest on me and on my reputation.

LYMAN COBB.

New York, 1836.

REVIEW OF WEBSTER'S ELEMENTARY SPELLING-BOOK,

COMPILED BY AARON ELY.

THE proprietor of the Elementary Spelling-Book has taken much pains to compile, in a pamphlet form, an imposing list of recommendations of that work, in connexion with those of his Dictionaries. This pamphlet has been widely circulated, and the recommendations are calculated to impress the public mind with the belief that the *Elementary Spelling-Book* is uniform in its orthography, pronunciation, and classification, and for this reason is worthy of being adopted in our schools and academies. Upon what principles these unqualified recommendations of this work have been given, it is difficult to determine; since, in all these particulars, it is far more erroneous and defective than the *American Spelling-Book*. I do not intend that this fact shall rest upon bare assertion, but upon proofs, which I challenge Mr. Webster and all his friends to gainsay. I am aware that, in saying this, I am calling in question the certificates of men of great erudition and practical experience in various departments of literature—men whose literary reputation and public functions present an awful preponderance to my single counterpoise; but I rest secure in the irresistible force of truth, and the sincerity of my convictions, while I hesitate not to say, that it would better comport with the principles of justice and the interests of society, for gentlemen to state wherein this compilation by Mr. Ely is preferable to other books designed for instruction, than barely to assert it, how imposing soever may be the weight of their names.

If the question were, whether Mr. Webster is entitled to respect for his labours as a lexicographer, there could be no diversity of opinion; but when it is alleged that he has reduced the orthography to uniformity, or even an approximation towards it—or that his dictionaries are more accurate in this particular than those of Johnson and Walker—or that the *Elementary Spelling-Book* is less *contradictory* in this particular than others—the allegation requires something more than bare assertion, something more than general panegyric, to give it currency with the American people.

However laudable may have been the motives of the individuals who have thus lent the influence of their names to give popularity to these works, I fully believe I hazard little in expressing a doubt whether all or any of them have undergone the labour necessary to warrant these, in general, unqualified testimonials; some of which were given in anticipation of the publications to which they refer. Were I not personally acquainted with the fact that in this city meetings of teachers were had for the purpose of securing pledges to support the *Elementary Spelling-Book* and *Duodecimo Dictionary*, which were then unpublished; that Mr. Webster attended these meetings in person, for the purpose of explaining his principles and eulogizing his own books; that at one of these meetings a committee, previously appointed, made a report, commending the *Elementary Spelling-Book*, and urging the adoption of that report, upon the authority that one of the committees "*had seen the book in manuscript*"!—that, at a subsequent period, the most unwarrantable measures were adopted by the friends of Mr. Webster to procure an endorsement for this compilation by the teachers in this city, which failed, except as to a few individuals: and, were I not personally acquainted with the nameless devices which have been resorted to, for the purpose of forcing these publications upon the community, I might suspect myself guilty of illiberality in expressing this doubt. But possessing the knowledge I do, in relation to this matter, and knowing also from experience the time and application requisite to form a correct opinion of their merits, I am irresistibly impelled to the conclusion, that personal friendship has contributed largely to the procuring of these recommendations.

Another part of this pamphlet is worthy of a passing remark. For the purpose of disseminating more widely than could be done through the medium of the quarto dictionary, Mr. Webster has thought proper to publish in this pamphlet, by a liberal extract from the introduction to that work, his often-repeated, but unwarrantable attacks upon Walker. Why this relentless warfare upon the dead, "*whose works were never known*"?

The truth of the matter is, Mr. Webster well knows that Walker did more than any other individual to render analogous the orthoepy and orthography of the language; that his principles are almost universally adopted in this country and in England; and that in that country, as well as in this, "*the usage of well-bred people*" is derived from that author, instead of "*forming a guide*," as he would have us to understand. How preposterous the idea that, in a country like that of England, where science sheds her lucid beams with refulgent splendour, there should be in this branch of philology no guide but the varying and capricious usage of "*good society*."

Mr. Webster has stated, in the preface to this work, that "*it is designed as an improvement on the American Spelling-Book*;" and he also adds, "*the classification, which was imperfect in that work, is here completed, and the few errors in orthography and pronunciation, which occur in that, are corrected in this work*." It is, therefore, presumed, that neither Mr. Webster nor his friends will deem it unfair in me to point out what I consider *erroneous, contradictory, and inconsistent* in the orthography, pronunciation, classification, arrangement, and division of words; more particularly as the proprietor (Mr. Webster) has had the work before him more than *two years*; and has therefore had an opportunity to correct any *blunders* made by the compiler (Mr. Ely.)

Before entering upon an examination of this work, I will state what I consider the leading characteristics of such a Spelling-Book as I should deem worthy of a general introduction into our primary schools:

1. It should contain as great a number of the words in common use as practicable, to the exclusion of extraneous and irrelevant matter; as many who attend our primary schools have no other opportunity of acquiring a correct knowledge of the elements of our language.
2. The *classification* of words should be judicious and distinct; and the system adopted be strictly and correctly adhered to.

3. The *arrangement* should be plain and simple, with a due regard to the expanding capacities and the progressive improvement of the learner.

4. In *orthography and orthoepy* it should correspond with the standard Dictionary of the country, or strictly conform with the principles of the work it professes to follow: for the *Dictionary*, and not the *Spelling-Book*, must be the standard of reference; and hence the importance, for the uniformity and correctness of our language, that the latter work should be founded and carefully constructed upon the principles of the former.

* Surely, if the dictionary of Walker was heretofore not known, even to members of the British parliament until they visited this country, such a circumstance can never hereafter happen where the publications of the American lexicographer have found an introduction. The following is an extract from Mr. Webster's pamphlet, page 16:—"Thus, Walker is not and never has been a standard author in England; and it is remarkable that the members of parliament who visited this country a few years ago, said they had never heard of that author till they came to this country."

CONTENTS.

THIS spelling-book comprises 169 pages, containing about nine thousand words, arranged in spelling lessons, interspersed with reading lessons, composed of detached sentences. In the selection of the words contained in the lessons for spelling, Mr. Ely seems to have used but little discretion, or discrimination; for, he has *not* inserted near all of the words in most common use; while he *has inserted* a great many words *not* in common use; neither are they to be found in Mr. Webster's duodecimo school dictionary. The following list forms but a *small portion* of the most common words, which Mr. Ely has *entirely omitted*, and which *should* be in every spelling-book:

First:—thus, abide, abound, about, above, abridge, abridgment, absence, absorb, abstain, abyss, acceptable, accompany, accord, achievement, acknowledge, actuate, adapt, admiral, admittance, advance, advantage, adverb, advice, affirm, afford, again, against, agree, alarm, alledge, ambush, analyze, animal, announce, anxiety, anxious, apocrypha, apostle, appall, applaud, appreciate, apprentice, april, ardor, argue, argument, armor, arrange, artifice, assemble, assuage, assurance, astronomy, asylum, attack, attendance, auxiliary, avoid, awe, azure, baby, balance, bald, banish, baptize, bargain, beard, because, belief, believe, beware, bias, blaspheme, blind, bomb, bondage, book, bounty, breakfast, bridegroom, bright, bruise, build, burlesque, cabbage, cabinet, cadence, callus, canal, candidate, capital, capitol, capsize, captain, carriage, carve, cement, census, certain, chagrin, challenge, chaplain, charity, chase, chastisement, chest, children, chill, chocolate, city, clapboard, closet, coalesce, coast, cobbler, coercion, coffee, college, column, combat, comet, comma, command, commence, commerce, committee, community, compact, compensate, compile, comrade, compromise, conceive, concord, course, confidence, confirm, connoisseur, consul, contemplate, convince, cordial, countenance, country, courage, courtesy, covet, creature, credit, criminal, crowd, crucify, cruise, crystal, cultivate, cunning, cupboard, cushion, dairy, damage, dance, death, debtor, deceive, decree, disgust, dispose, divorce, divulge, dogma, door, dots, dragon, drama, drink, drown, drowse, duchess, dullness, dumb, duplicity, dyspepsy, eclat, eclipse, ecstacy, educate, eighth, elapse, electricity, electrify, elegance, element, elevate, elevation, eloquence, eloquent, embezzle, embrace, emigrant, eminence, empty, enable, enchant, encircle, encompass, endurance, enforce, engage, enhance, enlarge, entitle, entrance, entreaty, epaulet, epigraph, equator, equivalent, essence, etiquette, eulogy, evangelical, evangelist, evening, evidence, evident, evil, evince, excellence, exchange, exchequer, excise, excite, exclude, exclusion, excommunicate, excuse, (n.) exercise, exit, expand, expect, expedition, expend, expense, experience, experiment, explode, expose, expunge, exquisite, extension, extreme, farce, farmer, fashion, fatigue, female, fence, ferrage, field, fiend, fierce, finance, fine, finess, finis, fir, fire, firkin, flight, floor, fluid, foe, foliage, follow, font, foot, force, ford, form, fortify, forty, fosse, foundery, fountain, franchise, friend, frolic, frost, frugal, furnace, fury, futurity, gammut, gaunt, general, geology, glance, gouge,

government, governor, gradual, gratify, gratitude, gravity, graze, grievance, grieve, grind, groove, grope, gross, group, guaranty, guinea, gypsum, halloo, handsome, harass, harpsichord, hatchet, haughty, havock, hazard, hearken, hearty, helmet, helve, hence, hereof, heritage, hesitation, heroine, hinderance, hint, hiss, homage, home, homely, hone, honest, honesty, hood, hoop, horrid, horse, hose, host, hotel, hover, huge, human, humiliate, hundred, hurricane, husband, identify, ignorance, illness, image, imbibe, imbank, imbitter, immoral, impatience, impoverish, impatient, impede, impend, impenitent, imperfection, impertinence, importance, imply, impudence, include, income, indent, indulge, infant, infirm, inflame, influence, infringe, ingraft, inhale, initial, innocence, insinuate, inspect, install, instance, instead, instigate, insure, insurance, intercede, intercourse, interval, interview, into, intrigue, introduce, intrude, invent, invoke, inward, inwrap, isolate, jamb, jeopard, joiner, jovial, judgment, judicious, juice, jury, justice, justify, juvenile, keel, kindness, kindred, lamb, lance, languor, lapse, latent, lateral, lathe, latitude, laudable, laurel, leisure, lemonade, leopard, liberal, liberate, liberty, library, license, licorice, lightning, lily, limb, linen, linger, linguist, litigate, locate, locust, longitude, lord, lothe, loathsome, loyal, lozenge, lucky, machine, machinery, magnify, magnitude, maintain, majesty, malady, malevolence, malice, malignant, mamma, manage, mankind, manna, manual, margin, marriage, martyr, masonry, masquerade, maxim, mechanism, medicine, meek, mellow, menace, merciful, mercy, messenger, milliner, mimic, mince, mineral, mischief, misery, mistake, mitigate, model, modify, monarchy, monopolize, monosyllable, morning, mortify, mountain, move, multiplicand, multiply, museum, musical, muskmelon, mustard, muster, mutilate, mutter, mutual, national, natural, nauseous, naval, negligence, niece, nigh, nimble, ninety, nonsense, northern, nothing, notice, notify, nourishment, nurse, nutrient, obedience, obviate, occupation, occurrence, odor, office, olive, oppose, orange, orchard, ordinance, ornament, orthodox, orthoepy, outrage, outrageous, oxygen, pagan, pageantry, paint, painting, palace, palm, palsy, parade, parallel, paraphrase, parcel, parenthesis, partake, participle, partner, partridge, passive, paste, pastry, patch, patent, patience, patriot, patronage, pecuniary, pedagogue, pedigree, pelisse, peninsula, penitence, period, perish, perquisite, perseverance, persuade, peruse, pestilence, philanthropist, philology, piazza, picket, pierce, pillage, pious, pique, pith, plaice, planet, plaster, platoon, pleurisy, plunge, poison, polish, polysyllable, positive, potentate, poulitice, poultry, pour, powder, power, precede, preface, prejudice, prescribe, preside, presume, pretend, prevent, prevention, priest, primary, primer, prince, privilege, procedure, prodigal, product, production, profane, profess, profligate, profound, prolong, prompt, prominent, pronoun, pronounce, propagate, property, prophesy, proscribe, prospect, protection, protestant, prove, proverb, provide, providence, province, provoke, prudence, prunello, pudding, pull, pulse, pulpit, punctual, punctuation, purchase, purify, purpose, pursue, pursuit, putrefy, putrid, quadruped, qualify, quarantine, quarto, quince, quire, quit, radiance, raider, random, ransom, rapid, rarefy, ratify, rational, ravage, ravel, rebuke, recede, receptacle, recline, recluse, recognize, recommend, recommendation, reconcile, recovery, rectify, reduce, reef, referee, refuge, refutation, regard, rejoice, relapse, relish, reluctance, rely, remember, remembrance, remittance, rendezvous

renounce, repentance, reprobate, repulse, repute, reputation, resemble, resent, resentment, reservation, resolute, resume, retard, revenge, reverence, reverend, revile, revolution, reward, rinse, rival, romance, root, rowel, rude, rush, rust, sacred, sacrifice, safe, salad, sanctify, sanction, sanctity, sarcenet, satiate, satire, satisfy, satyr, sausage, savage, savory, scaffold, scald, scale, scandal, scarce, scarlet, scatter, schooner, science, score, scoundrel, scourge, scrawl, secede, seclude, second, section, seduce, seethe, sentence, sequel, serene, servant, serve, service, servile, shatter, shawl, shell, shelve, shingle, shoe, shoot, shovel, shower, shrink, shuttle, siege, sieve, sigh, signal, silence, simplify, single, sink, sirup, size, sleave, slope, sluice, slumber, smuggle, snare, snath, snuff, soda, soder, sofa, sojourn, solid, solitude, solve, soot, sordid, spaniel, spasm, specie, spectacle, speech, spine, spire, splendid, spruce, squeeze, stagnant, stale, standard, starvo, steed, steepie, stigma, stirrup, store, storm, straight, strange, strangle, stream, stump, sublime, subscribe, subside, subtle, succession, suburb, sudden, suffice, suffocate, suffrage, sulky, sullen, summon, superb, supersede, supply, suppose, supreme, surface, surprise, surrogate, surround, survivor, suspense, suspicion, swarm, swift, swingle, swivel, sword, sympathize, synod, syringe, tailor, taint, talon, tankard, taste, tatler, taught, telegraph, temperance, tempt, tense, terrace, testify, theft, through, tinge, tolerate, torpid, torrid, tortoise, toes, totter, touch, tough, towards, towel, tower, tradition, traduce, trance, transcribe, treasury, tremendous, trespass, trophy, tropic, trowel, trowsers, truce, true, truly, trustees, tuition, tung, turf, turkey, turnep, turnpike, twist, ugly, understand, undertake, uniform, union, unit, unity, universal, unripe, unroll, unruly, unsteady, upbraid, upwards, usual, utility, utter, utterance, vacate, vacation, vagabond, valve, vanquish, variance, various, vehemence, vendue, venerable, vengeance, venture, veracity, verdigris, verify, vestige, vilify, village, vindicate, viol, violence, violent, violet, violin, virgin, virginity, virtuous, visage, visible, vision, visitor, vivid, vote, vouch, vowel, voyage, vultur, wage, wagoner, wand, wanton, warden, warn, warp, wave, wedding, welcome, weld, whiffletree, wholesale, wicked, wife, windlass, wilt, wing, wire, with, withhold, without, withstand, wizard, woe, woman, word, world, worse, worsted, wrangle, wreck, wrench, wretch, wrist, writ, writing, wrang, yard, yesterday, yield, young, zodiac, zoology, &c., &c., &c.—about ONE THOUSAND WORDS are not to be found, any one of them, in any spelling lesson of the book!!!

Secondly:—and yet, such words as chump, page 23, coot, moot, p. 30, gaff, doff, glyn, p. 32, umber, p. 35, podge, gorse, p. 36, betony, scammony, lactary, p. 41, dorsal, anil, fardel, p. 44, ancillary, excretory, corollary, p. 52, palmetto, p. 54, sleezy, sequent, p. 58, decretal, farrago, advowson, p. 59, tennis, flabby, p. 61, polyglot, p. 62, adjudicate, repudiate, tartareous, p. 63, patulous, p. 67, nebulous, granulous, chamfer, mawkish, p. 68, ostracism, pentagon, p. 69, luvial, quadrennial, p. 76, lazaretto, p. 81, etymon, p. 82, propinquity, aridity, fecundity, p. 90, catapult, mendicant, p. 93, redolent, p. 94, tangibility, jocularly, immobility, p. 95, percolation, p. 98, mortmain, vervain, p. 104, stalactite, hortulan, protocol, p. 106, incognito, orbicular, p. 110, petroleum,

cerulean, p. 112, acetous, concavous, p. 116, trochee, lachrymal, heptarchy, p. 123, bronchotomy, toged, p. 124, premonition, meretricious, p. 128, druidic, hermetic, lucrific, scorbutic, p. 129, eryngo, syringa, p. 135, gnosticism, gnar, knout, knur, p. 136, &c., &c. which are less used, and consequently a knowledge of their orthography of less importance! have been inserted to the exclusion of the preceding class; and others, equally important which have been omitted by Mr. Ely!

Thirdly:—Mr. Ely has omitted entire classes of words, or he has inserted but few of them. He has not, in any of the spelling lessons, inserted one of the class of words ending in *ff*, which Mr. Webster spells with single *f* in his quarto and duodecimo dictionaries: thus; bailif, caitif, dandruf, mastif, plaintif, pontif, restif, sherif, undersherif, distaff, midrif, tarif, do not appear in the book. (Mr. Ely, in a communication, published in the New York Evening Post, Aug. 27, 1829, stated, that "They were in the manuscript which he wrote, and they must be inserted in the next edition of the spelling-book!") But they have not yet been inserted. The class of words which end in *eed*, exceed, proceed, and succeed, (except that exceed is in a distinctive class of words, p. 144,) Mr. Ely has not inserted! Of the class of words which end in *re*, Mr. Ely has inserted but four in any of the spelling lessons! as center, p. 43, maneuver, p. 59, ocher, sepulcher, p. 123; but accoutre, amphitheatre, belleslettres, concentre, fibre, lustre, metre, mitre, sceptre, spectre, vertebre, ombre, petre, sabre, saltpetre, theatre, and massesacre, do not appear in the book! Of the large class of words, (about one hundred in number,) which end in *tion* and *cian*, composed of five syllables, Mr. Ely has not, in any of the spelling lessons, inserted but nine of them! as, signification, p. 138, exaggeration, refrigeration, solicitation, felicitation, imagination, p. 126, arithmetician, academician, geometrician, p. 128; but, abbreviation, abomination, accentuation, accommodation, accumulation, administration, alleviation, annihilation, appropriation, association, articulation, assassination, anticipation, calumniaion, classification, commiseration, communication, confederation, consideration, continuation, deliberation, delineation, denomination, discrimination, emancipation, fortification, humiliation, incorporation, insinuation, interrogation, investigation, justification, association, capitulation, enunciation, examination, participation, pronunciation, propitiation, renunciation, sanctification, mathematician, illumination, multiplication, qualification, retaliation, transfiguration, &c., &c., Mr. Ely has omitted entirely! Again, many of the words, in which Mr. Webster, in his old spelling book, pronounced *i* like *y*, he now pronounces differently, as Walker, Mr. Ely has omitted; as, folio, genial, genius

inconvenient, auxiliary, &c., &c., do not appear in the book!

Again: Mr. Ely has inserted a great many words, in the different spelling lessons, which are *not* in Mr. Webster's duodecimo school Dictionary, and many of them are *not* in common or general use! This is a great objection, particularly as he has *omitted* many words in most common use! Thus, tab, gib, nub, lub, lac, sac, soc, sed, pid, tid, kam, lam, nam, p. 20, dum, dan, kip, p. 21, rode, mice, evoke, p. 22, sculp, lungs, baft, p. 23, bast, p. 24, snib, drib, bret, brit, p. 26, flook, p. 30, slick, welk, ilk, hask, p. 31, lusk, burl, dern, trass, cess, p. 32, midge, gulch, batch, poteh, p. 36, ceaf, p. 39, beal, p. 40, cutlery, p. 41, awk, p. 47, composite, p. 53, milter, p. 56, ponent, p. 58, decrial, legumen, lumbago, p. 59, classis; sentry, p. 61, basket, wallet, p. 65, bickern, p. 68, capias, caries, p. 70, frustum, handbill, p. 73, maintop, calix, p. 74, asseverate, p. 76, suspire, p. 77, permute, p. 78, thane, ruth, meath, hath, thirl, p. 84, bowline, p. 85, turquois, p. 88, turgidity, stupidity, p. 90, appellatory, p. 91, suppository, subserviency, p. 92, illegibility, destructibility, p. 93, discrepant, tolrant, sublunar, p. 94, inadvertency, dictation, p. 96, verberate, p. 103, hemistich, p. 106, causeway, p. 107, imperceptibility, immalleability, p. 113, plethory, urethra, acanthus, bibliothecal, p. 114, tush, twixt, p. 117, hithe, p. 118, whilk, p. 119, exustion, p. 121, minjous, p. 122, achor, chimical, p. 123, cogger, jogging, shrugging, fugging, fagged, fagging, gagged, gagging, bragged, wagged, sigil, p. 125, mendacity, fictious, p. 126, ambitious, p. 127, acronic, sophistic, symmetric, p. 129, analogic, astronomical, barometric, catechetic, categoric, chronologic, eremitic, exegetic, geologic, geometric, hypocritic, hyperbolic, hypothetic, periodic, philologic, theologic, typographic, zoographic, p. 130, entomologic, genealogic, lexicographic, ornithologic, osteologic, physiologic, ichthyologic, hymnic, chemical, bismuthic, theoric, p. 131, [on this page, 131, second column, containing *seven* words, *six* are *not* in Webster's school dictionary!] hulotheism, rationalism, scholasticism, dramatize, p. 132, bestialize, cardinalize, citizenize, etherealize, gelatinize, meteorize, prodigalize, proselytize, vitriolize, cheverilize, p. 133, sang, stringer, fangle, p. 134, knarl, p. 136, fascine, p. 137, fallen, graven, loaden, slidden, striven, sunken, p. 139, wreathen, forgotten, arisen, deaconess, diastole, hypallage, p. 140, skittle, wimple, p. 142, effable, p. 143, beaux, does, says, womb, p. 154, teague, p. 156,—amounting to ONE HUNDRED AND EIGHTY-SIX WORDS—are *not* to be found in Webster's *school dictionary*, although Mr. Ely has inserted them in the spelling-book!

Fourthly:—Mr. Ely has, in the different spelling lessons, inserted the *same* word *two* or *three* times! These defects will be par-

ticularly pointed out, however, when speaking of classification. From the foregoing exposition, it will be readily perceived that, in consequence of the fewness of the words inserted by Mr. Ely in the spelling lessons of Mr. Webster's spelling book, those scholars who use it will not become acquainted either with the orthography or pronunciation of a great portion of the most important words in our language, and consequently will find words in almost every sentence of their reading lessons, with the orthography or pronunciation of which they are wholly unacquainted, not having seen them in the spelling lessons of the same book! As, shell, oyster, gas, teacher, p. 28, starry, careless, traveler, fowler, into, dancer, around, strive, wicked, p. 29, science, image, likeness, contemptuous, service, theft, allowance, tillage, word, wickedness, p. 42, single, degree, captain, exchange, because, above, body, judgment, seduce, justice, p. 43, through, stove, yard, p. 47, gambler, home, indorser, dignitary, p. 49, country, himself, exercise, relish, children, famish, p. 50, fragrance, drunkenness, poverty, obstinate, mineral, true, quadruped, worldly, primary, themselves, tipplers, difficult, devil, p. 52, animal, information, writer, stream, contribute, oration, attend, hearer, p. 53, library, p. 112, nothing, covetous, rarely, suppose, demonstrably, false, divorce, husband, wife, incompatible, remarkable, generally, asbestos, sickly, p. 113, &c., &c., are *not* in any of the *spelling* lessons of the book!

CLASSIFICATION.

The primary objects of arranging words in distinct classes, are, the designation of the vowel and consonant sounds, and the accentuation of syllables, for the more ready acquirement of these by the learner. Classification and pronunciation are, therefore, in a great measure, reciprocal, and much of the propriety or impropriety acquired in the latter, will depend upon the accuracy of the former. Hence, this department should engage the most scrupulous attention and accurate discrimination, in compiling a work for elementary instruction. In Mr. Webster's American Spelling Book, the classification is governed by the number and accentuation of syllables, and the sounds of the vowels and consonants, with additional tables for irregular words, and words of distinctive definitions. In this, the Elementary Spelling Book, Mr. Ely has, in addition to the former classification, classed the words according to their terminations. This addition does not appear to be an improvement on the former mode, being in many cases inapplicable, and seems to have led to the insertion of a great number of words in tables, where the sound of the vowel or consonant is not given, and consequently cannot be learned; and, to remedy which, these

words must be again inserted in the tables, where the peculiar sound of the letter is designated, or their analogical pronunciation be wholly omitted. Again; Mr. Ely has inserted the *same* word *twice* or *three* times, in the *different* or *same* spelling lessons, through evident negligence, as the repetition of the word was not necessary to exhibit any peculiar vowel or consonant sound, not noted where the words first occur in the spelling lessons. Thus, page 20, 2d column, *fib* is inserted *twice* in the *same* column! Same page and column, *gib* is wrongly classed, it should be on page 124, in which "g has its hard sound before e, i, and y." Same page, seventh column, *rid*, and it is inserted again in the *next* column! Same page, eighth column, *odd*, and it is inserted again on page 32! Same page, thirteenth column, *wig* is inserted *twice* in the *same* column! On page 21, fifth column, *bin*; and it is inserted again on page 32, and again on page 146!! Same page, fifteenth column, *get* is wrongly classed, it should be on page 124, where "g has its hard sound before e, i, and y." Same page, twenty-third column, *was*, and it is inserted again on page 55! On page 22, first column, *jade*, and it is inserted again on page 42! Same page, *take* is inserted *twice* in the seventh column! Same page, twenty-second column, *lane*, and it is again inserted on page 45, and again on page 147!! Same page and column, *sane*, and it is inserted again on the *next* page, sixth column! On page 23, first column, *tine*, inserted again on page 47! Same page, tenth column, *gimp*, and eighteenth column, *gift*, both wrongly classed and they are both again inserted on page 124, where they *should* be with "words in which g is hard before e, i, and y!" Same page, nineteenth column, *tuft*, and it is inserted again on page 31! Same page, twentieth column, *grit*, in which g is hard before i, and it is inserted again on page 147! Same column, *milt*, inserted again on page 45! Same page, twenty-second column, *grant* and *slant*, and they are *both* inserted again on page 47! On page 24, fourth column, *hurt* and *shirt*; tenth column, *cost* and *first*, and eleventh column, *bust*; and *hurt*, *cost*, and *bust*, are inserted again on page 32, and *shirt* and *first* on page 55!! On page 25, second column, *cedar*, inserted again on page 57, and again on page 146!! Same page, third column, *wages*, and it is inserted again on page 74. Same column, *tiger*, wrongly classed, and it is inserted again on page 124, where it *should* be with "words in which g is hard before e, i, and y!" Same column, *seton*, wrongly classed, and it is inserted again on page 139, where it *should* be with "words in which e, i, and o, before n, are mute!"*

* Thus the scholar or teacher will not know, until he shall have passed more than *one hundred* pages, that o is silent in *seton*.

Same page, sixth column, *oval*, and it is inserted again on page 87! On page, 26, fourth column, *sted*, and it is inserted again, *differently* spelled, (*stead*.) on page 137! Same page, sixth column, *sham*, and it is inserted again on the *same* page, *next* column! Same page, thirteenth column, *swoop*, and it is inserted again, *differently* spelled, (*swap*.) on page 47! On page 27, sixth column, *scarf*, inserted again on page 47! Same page, eighth column, *rich*, inserted again on page 36! Same column, *much*, inserted again on the *same* page, eighteenth column! Same page, fourteenth column, *pouch*, inserted again on page 38! Same page, eighteenth column, *crush*, inserted again on page 117! On page 28, first column, *ignite*, inserted again on page 78! Same page, fourth column, *devour*, inserted again on page 72! On page 29, eighth column, *beer*, and it is inserted again, *same* page, *next* column, and again on page 146! Same page, twelfth column, *geese*, wrongly classed, and it is inserted again on page 124, where it *should* be with "words in which g is hard before e, i, and y!" On page 31, twelfth column, *pink*, and it is inserted again on *same* page, *next* column! On page 32, thirteenth column, *frill*, and it is inserted again on *same* page, *next* column! Same page, twenty-first column, *guess*, inserted again on page 45! On page 34, first column, *spirit*, again on page 64! Same page, second column, *potash*, and again on page 49! On page 35, first column, *shiver*, inserted again on page 56! Same page, third column, *gentry* and *sultry*, and they are *both* inserted again on page 61! Same column, *giddy*, wrongly classed, and it is inserted again on page 124, where it *should* be with "words in which g is hard before e, i, and y!" On page 37, eighth column, *choir*, wrongly classed, and it is inserted again on page 123, where it *should* be with "words in which c before h has the sound of k!" Thus, the scholar, after he shall have learned the *orthography* of *choir*, on page 37, must pass nearly *one hundred* pages before he will know its *pronunciation*! Same page, ninth column, *noise* and *poise*, and they are *both* inserted again on the *next* page (38.) On page 38, first column, *sprout*, and again on the *same* page, sixth column! On page 42, fifth column, *flake*, and it is inserted again on the *same* page, *next* column! On page 43, first column, *tester*, second column, *elder*, and third column, *tinder*; and all *three* of them are inserted again on page 56! On page 44, first column, *clapper*, inserted again on page 56! Same page, second column, *lentil*, and it is inserted again, *same* page, *next* column! Same column, *revel*, inserted again on page 72! On page 47, twelfth column, *state*, and again *same* page, *next* column! On page 48, first column, *dignity*, wrongly classed, inserted again where it *should* be, on page 138! Same

age, third column, *usury*, wrongly classed, should be on page 122, with words in which *s* as the sound of *zh*! [This word is pronounced *uzury*, "s as z," in the quarto dictionary; but in the octavo, a *later* work, he as it *uzhury*, *s* like *zh*!] On page 49, first column, *inclement* and *excitement*, and they are both inserted again on page 101! Same page, third column, *enthralment*, wrongly classed; it should be on page 114, where the sound of *th* is noted, and the scholar will not know, until he shall arrive at page 114, whether *th* have the "aspirated" or "vocal" sound, and only then by seeing the primitive word *enthral*, in which the sound is noted! Same column, *amusement*, inserted again on page 102! On page 50, second column, *symbol*, it is inserted again on page 73, and again on page 147! Same page, third column, *statute*, inserted again on page 108! Same page, fourth column, *ingrate*, inserted again on page 88! Same page, seventh column, *triumph*, inserted again on page 108! On page 51, first column, *nugatory*, inserted again on the next page, (52!) Same column, *necessary*, wrongly classed, should be on page 125, with words in which "c accented or ending a syllable, has the sound of *s*!" Same page, second column, *exemplary*, wrongly classed, it is inserted again on page 120, where it should be with words in which "x passes into the sound of *gz*!" Thus, the scholar will pass seventy pages of the book, after learning the orthography of *exemplary*, before he will know its pronunciation! Same page, third column, *adversary*, inserted again on the next page, (52!) On page 52, second column, *presbytery*, and it is inserted again on page 57! Here, on page 52, *presbytery* is classed with words which have "the primary accent on the first, and the secondary on the third;" and on page 67, it is classed with words "accented on the first" only! Same column, *predatory*, inserted again on the same column! Same page, third column, *legislative*, *legislature*, *legislator*, all wrongly classed, should be on page 126, with words in which "g, ending a syllable, has the sound of *j*!" as, *vegetate*, &c. On page 54, third column, *inclusion*, *disclosure*, *composure*, *exposure*, and *foreclosure*, all wrongly classed, should be on page 122, in which *s* has the sound of *zh*! These five words are all pronounced *s* as *zh*, in the octavo, but in the quarto, *disclosure* and *composure* only are so pronounced! *exposure* and *foreclosure*, "s as *z*!" and *inclusion* is given without any notation how the *s* shall be pronounced! In the duodecimo the *s*, in all of them, is noted to represent *z*! and here Mr. Ely has them without any notation, whether "s as *z*," or as *zh*! On page 55, tenth column, *law*, inserted again on same page, thirteenth column! Same page, seventh column, *give*, wrongly classed, and it

is inserted again on page 124, where it should be with "words in which *g* is hard before *e*, *i*, and *y*!" On page 58, second column, *barefoot*, wrongly classed, should be on page 141, with words in which *bare*, *care*, &c., &c., are inserted! On page 60, second column, *disinthrall*, wrongly classed, should be on page 114, where *enthral* is inserted with the sound of *th* noted! Same page, third column, *overwhelm*, wrongly classed, should be on page 119, with words in which "h is pronounced before *w*," where *whelm* is inserted! Thus, the scholar will pass more than fifty pages, after learning the orthography of *overwhelm*, before he will know its pronunciation! On page 61, first column, *auctioneer*, wrongly classed, should be on page 127, with "words in which *ce*, *ci*, *ti*, and *si*, are pronounced as *sh*!" Same page, second column, *financier*, *brigadier*, *grenadier*, and *bombardier*, wrongly classed, they should be on page 137, with *cavalier*, *cordelier*, *cashier*, &c., &c.! Same page, third column, *coexist* and *preexist*, wrongly classed, should be on page 120, with words in which "x passes into the sound of *gz*," where *exist* is inserted! Thus, the scholar will pass sixty pages, after learning the orthography of *coexist* and *preexist*, before he will know their pronunciation! Same column, *overthrow*, wrongly classed, should be on page 84 or 114, with words in which the sound of *th* is noted, where *throw* is inserted! On page 62, first column, *compliment*, it is inserted again on page 94, and again on page 146! On page 63, sixth column, *luxuriant*, wrongly classed, should be on page 120, with words in which "x passes into the sound of *gz*," where *exuberant*, &c., are inserted, and the *x* is followed by an accented syllable beginning with a vowel. On page 64, first column, *falcon*, wrongly classed, should be on page 139, with "words in which *e*, *i*, and *o*, before *n*, are mute!" Same page, third column, *congress*, wrongly classed, should be on page 134, with words in which "the sound of *ng* is close!" Same page, second column, *dolphin*, inserted again on page 104! On page 65, third column, *gimblet*, wrongly classed, and it is inserted again on page 124, where it should be with "words in which *g* has its hard sound before *e*, *i*, and *y*!" On page 66, *forgetful*, should be on page 125, where *g* is hard before *e*! On page 67, first column, *vegetative*, wrongly classed, should be on page 126, with words in which "g, ending a syllable, has the sound of *j*," where *vegetate*, &c., are inserted! Same page, second column, *visionary*, wrongly classed, it should be on page 123, with words in which "the terminating syllable is pronounced *zhun*," where *division*, &c., are inserted! Same column, *missionary*, *dictionary*, and *stationary*, all wrongly classed, they should be on page 126, with "words in which *ce*, *ci*, *ti*, and

si, are pronounced as *sh*!" Same page, third column, *casuistry*, wrongly classed, should be on page 122, with words in which *s* is pronounced as *zh*! [It is pronounced *s* as *zh* in Webster's octavo dictionary.] On page 68, fourth column, *sanguine*, wrongly classed, should be on page 134, with words in which "the sound of *ng* is close," where *languish*, &c., are inserted! Same page, fifth column, *spendthrift*, wrongly classed, should be on page 114, with words in which the sound of *th* is noted! Same column, *surfeit*, inserted again, same page, seventh column! Same page, seventh column, *garden*, inserted again on page 73! On page 69, first column, *gallicism*, inserted again on page 132, with "words ending in *ism*!" On page 70, second column, *countersign*, inserted again on page 133, with words in which "*g* is silent!" On page 71, first column, *begin*, second column, *beget* and *forget*, all three wrongly classed, should be on page 125, with "words in which *g* has its hard sound before *e*, *i*, and *y*!" *begin* is inserted again on page 125, where it *should* be; but *beget* and *forget*, are *not* there inserted! Same column, *within*, wrongly classed, should be on page 115, with "words in which *th* have their vocal sound!" Same page, second column, *beset*, inserted again on page 100! On page 72, third column, *withdraw*, inserted again on page 83, wrongly classed in *both* places, should be on page 115, with "words in which *th* have their vocal sound!" Same page, eighth column, *mongrel*, wrongly classed, it is inserted again on page 135, with words in which "the sound of *ng* is close," where it *should* be! Thus, the scholar will pass more than *sixty* pages, after learning the *orthography* of *mongrel*, before he will know its *pronunciation*! On page 74, second column, *shoulder*, inserted again on page 86! On page 77, second column, *prognosticate*, inserted again on page 111, and is differently divided, (prognostic-ate—prognosti-cate!) Same column, *authenticate*, wrongly classed, should be on page 114, with words in which the sound of *th* is noted! Same page, third column, *executive*, wrongly classed, and it is inserted again on page 120, where it *should* be, with words in which "*x* passes into the sound of *gz*!" Thus, the scholar will pass more than *forty* pages, after learning the *orthography* of *executive*, before he will know its *pronunciation*, that is, that *x* has the sound of *gz* in it! On page 78, third column, *opaque*, and it is inserted again on page 156, and *differently* spelled, (opaque!) On page 79, third column, *dethrone* and *enthroned*, wrongly classed, should be on page 114, with words in which the sound of *th* is noted! Same column, *declare*, *insnare*, *prepare*, and *compare*, all wrongly classed, and they are *all* inserted again on page 141, where they *should* be, and *ensnare* differently

spelled! Same page, fourth column, *brevier*, wrongly classed, should be on page 137, with *dernier*, *frontier*, &c.! On page 81, *braggadocio*, and *intermuncio*, wrongly classed, should be on page 127, with "words in which *ce*, *ci*, *ti*, and *st*, are pronounced as *sh*!" Same page, second column, *metaphysics*, inserted again on page 130! Same column, *mathematics*, again on page 130, wrongly classed in *both* places, should be on page 114, with words in which the sound of *th* is noted, where *mathematical* is inserted! Same column, *preexistent* and *coexistent*, both wrongly classed, should be on page 120, with words in which "*x* passes into the sound of *gz*," where *exist* is inserted! The scholar can *not* learn the pronunciation of these words until he shall arrive at page 120! Same column, *overshadow*, wrongly classed, should be on page 86, where *shadow* is inserted! Same column, *regimental*, wrongly classed, should be on page 125, with words in which "*g*, ending a syllable, has the sound of *j*," where *regiment* is inserted! On page 83, sixth column, *withall*, wrongly classed, should be on page 115, where the sound of *th* is noted! On page 84, third column, *thrill* is inserted *twice* in the same column! Same column, *thought*, inserted again on page 156! Same column, *throng*, *thing*, and *thong*, and *thong* are inserted again on page 134! On page 85, third column, *thursday* and *pathway*, both wrongly classed, should be on page 114, where the sound of *th* is noted; *thursday* is inserted again on page 114, but *pathway* is *not*! On page 87, first column, *rasure* and *seizure*, wrongly classed, should be on page 122, where the *s* and *z* have the sound of *zh*, as *grazier*, *fusion*, &c.! Same column, *ancient*, wrongly classed, it is inserted again on page 127, where it *should* be with "words in which *ce*, *ci*, *ti*, and *st*, are pronounced as *sh*!" Thus, the scholar, after learning the *orthography* of *ancient*, must pass *forty* pages of the book before he will know its *pronunciation*! Same page, second column, *careful*, wrongly classed, should be on page 141, where *care*, *declare*, &c., are inserted! Same column, *faithful* and *youthful*, and third column, *thraldom*, all three wrongly classed, should be on page 114, where the sound of *th* is noted! On page 88, first column, *pleasure*, *measure*, and *treasure*, all wrongly classed, should be on page 122, with words in which *s* has the sound of *zh*, as *hozier*, &c.! Same column, *censure*, *pressure*, and *fissure*, all wrongly classed, should be on page 126, where *c*, *t*, and *s*, have the sound of *sh*! [*S* has the sound of *sh* in all these words in Webster's octavo dictionary, and in *censure* and *fissure* in the *quarto*; but *none* of them are so pronounced in the *duodecimo*!] *Pleasure*, *measure*, and *treasure*, are inserted again on page 137, with words in which "the vowel *a*

of the digraph *ea*, has no sound, and *e* is short, but it is not there stated that *s* has the sound of *zh*! On page 89, first column, *significant*, inserted again on page 138! On page 90, first column, *integrity*, inserted again on page 109! On page 92, first column, *imaginary* and *unnecessary*, both wrongly classed, should be on page 126, with words in which "c accented or ending a syllable, has the sound of *s*, and *g* that of *j*," as *imagination*, &c., on that page! Same column, *confectionary*, wrongly classed, should be on page 126, with "words in which *ce*, *ci*, *ti*, and *si*, are pronounced as *sh*!" On page 93, *illegibility* and *flagelet*, wrongly classed, should be on page 125, with words in which "g, ending a syllable, has the sound of *j*, as *legible*, *fragile*, &c., on that page! On page 94, second column, *insular*, and it is inserted again on the same page, next column! On page 95, *superfluity*, occurs twice in the same column! Same page, second column, *sociability*, wrongly classed, should be on page 127, with "words in which *ce*, *ci*, *ti*, and *si*, are pronounced as *sh*," where *social*, &c., are inserted! Same column, *singularity*, wrongly classed, should be on page 134, with words in which "the sound of *ng* is close!" On page 100, first column, *misgive* and *forgive*, both wrongly classed, should be on page 124, with "words in which *g* has its hard sound before *e*, *i*, and *y*," where *give* is inserted! Same page, fourth column, *adopt* is inserted twice in the same column! Same column, *among* and *belong*, both wrongly classed, should be on page 134, with words in which *ng* have "the open sound of *ng*," *among* is inserted again on page 134, where it *should* be, but *belong* is *not*, although *long* is on that page, (134!) On page 103, second column, *passionate*, wrongly classed, should be on page 126, with "words in which *ce*, *ci*, *ti*, and *si*, are pronounced as *sh*," or it should be on page 108, where *passion* is inserted! On page 104, fifth column, *staggers*, wrongly classed, it is inserted again on page 125, where it *should* be, with "words in which *g* has its hard sound before *e*, *i*, and *y*!" Same page, seventh column, *zealous* and *jealous*, wrongly classed, they are both inserted again on page 137, where they *should* be, with words in which "the vowel *a* of the digraph *ea*, has no sound, and *e* is short!" On page 105, third column, *ingot*, wrongly classed, it is inserted again on page 134, where it *should* be, with words in which "the sound of *ng* is close!" Same page, fourth column, *zealot*, wrongly classed, it is inserted again on page 137, where it *should* be! On page 106, first column, *hemistich*, wrongly classed, should be on page 123, with "words in which *c*, before *h*, has the sound of *k*!" On page 107, third column, *hawthorn*, and fifth column, *something*, both wrongly classed should be

on page 114, where the sound of *th* is noted! Same page, seventh column, *headlong*, wrongly classed, should be on page 183, where *head* is inserted! On page 108, first column, *headache*, *toothache*, and *heartache*, all wrongly classed, should be on page 123, with "words in which *c*, before *h*, has the sound of *k*," where *ache* is inserted! Same column, *pregnant*, wrongly classed, inserted again on page 138, where it should be! Same page, second column, *pleasant* and *peasant*, wrongly classed, inserted again on page 137, where they should be, with words in which "the vowel *a* of the digraph *ea* has no sound, and *e* is short!" Same page, third column, *day-spring* wrongly classed, should be on page 134, where *spring* is inserted! On page 109, first column, *theocracy*, *philanthropy*, and *misanthropy*, all wrongly classed, inserted again on page 114, where they *should* be, where the sound of *th* is noted! but *philanthropy* is differently divided on page 114, thus, phi-lanthropy, (109,) phil-anthropy, (114.) On page 110, first column, *traditional*, wrongly classed, should be on page 127, with "words in which *ci* and *ti* are pronounced as *sh*, and are united to the preceding syllable," where *addition*, &c., are inserted! Same column, *intentional*, wrongly classed, should be on page 127, with "words in which *ce*, *ci*, *ti*, and *si*, are pronounced as *sh*!" Same page, second column, *exordium*, wrongly classed, it is inserted again on page 120, where it *should* be with words in which "x passes into the sound of *gz*!" Thus, the scholar, after learning the orthography of *exordium*, will pass ten pages before he will know its pronunciation, viz., that *x* has the sound of *gz* in it! On page 111, first column, *triangular*, wrongly classed, should be on page 134, where *angular* is inserted, with words in which "the sound of *ng* is close!" Same page, second column, *epitomize*, *apostatize*, and *immortalize*, all wrongly classed, should be on page 133, with "words ending in *ize*!" Same page, third column, *occasional*, wrongly classed, should be on page 122, where *occasion* is inserted with words in which *s* has the sound of *zh*! Here, on page 111, the scholar can *not* learn how to pronounce *occasional*, until he shall arrive at page 122, where the pronunciation of the primitive word, *ocasion*, is given! Same column, *irrational*, and *proportional*, wrongly classed, should be on page 127, where "ce, ci, ti, and si, are pronounced as sh!" Same page, fourth column, *exhilarate*, wrongly classed, should be on page 120, with words in which "x passes into the sound of *gz*!" Thus, the scholar can *not* learn the pronunciation of this word any where in the book! Same column, *originate*, wrongly classed, inserted again on page 126, where it *should* be, but *differently* divided, thus, *originate*, (111,) *origin-ate*, (126!) Same page,

fifth column, *exasperate*, wrongly classed, inserted again on page 120, where it *should* be, but *differently* divided, thus, *exasper-ate*, (111,) *exaspe-rate*, (120!) On page 112, first column, *compassionate*, *dispassionate*, and *affectionate*, all wrongly classed, should be on page 127, where "*ce, ci, ti, and si, are pronounced as sh!*" Same page, third column, *leviathan*, wrongly classed, inserted again on page 114, where it *should* be, with the sound of *th* noted! Same page, fourth column, *ux-orious*, fifth column, *luxurious*, wrongly classed, should be on page 120, with words in which "*x* passes into the sound of *gz*," as the *x* is followed by an accented syllable, beginning with a vowel, as in *exordium*, *exuberant*, &c., page 120! On page 114, first column, *thistle*, inserted again on page 143, with words in which *t* is silent! Thus, the scholar will not know that *t* before *le* is silent, in *thistle*, when he learns its orthography on page 114! Same column, next word, *throstle*, *t* is also silent, but *throstle* is not inserted again on page 143, so that the scholar will never learn, in the Spelling Book, that *t* is silent in *throstle*! Same column, *throttle*, inserted again on page 143! Same column, *authorize*, inserted again on page 132, with "words ending in *ize*!" Same column, *thimble*, inserted again on page 142! Same page, second column, *catholic*, and *plethoric*, inserted again on page 131! Same column, *authentic* and *pathetic*, third column, *athletic* and *cathartic*, all inserted again on page 129! Same column, *atheistic* and *arithmetic*, inserted again on page 130, and both differently divided! Same column, *methodical*, again on page 131! Same column, *polytheism*, again on page 132! Same column, *ichthyology*, again on page 124! On page 115, first column, *clothier*, inserted again on page 121! [All this repetition of words in the different lessons might have been avoided, had the system of classification been consistent and judicious. Thus, the word *clothier*, &c., in which there are two consonant sounds to be noted, the words should have been in the class of "Words of irregular orthography," on page 154, where both peculiar sounds could have been noted by spelling the pronunciation of the words, as he has done on that page.] Same column, *whither* and *whether*, inserted again on page 111! Same column, *leather* and *feather*, again on page 137! Same page, second column, *burthen*, again on page 138, with "words in which *e, i, and o, before n, are mute*," although the *e* is italic on page 115, denoting that it is "mute!" Same page, third column, *together*, again on page 125! Same page, fifth column, *distinguish*, sixth column, *extinguish*, wrongly classed, should be on page 134, with words in which "the sound of *ng* is close," where *language*, &c., are inserted! On page 118, fifth column,

chasm, wrongly classed, it is inserted again on page 123, where it should be, with "words in which *c, before h, has the sound of k!*" On page 119, first column, *whiten*, inserted again on page 140! Same page, third column, *whiffle*, and fourth column, *whistle* and *whittle*, all inserted again on page 143! Same page, sixth column, *whoopingcough*, wrongly classed, it should not be in this lesson, for there is no *w* in the word in any of Mr. Webster's dictionaries, or in the dictionaries of Johnson or Walker! On page 120, second column, *exaggerate*, inserted again on page 126, and is *differently* divided, thus, *exaggerate*, (120,) *exagger-ate*, (126!) Same page, third column, *exotic*, again on page 131. On page 121, first column, *christian*, again on page 123! Same page, third column, *exhaustion* and *exustion*. What sound has *x* in these words? Mr. Ely has told us, in his "Analysis of sounds in the English Language," that "*x* is sometimes pronounced as *gz*," but *why* it is so pronounced, he has not informed us! whether because it is followed by an accented syllable beginning with a vowel or not. On page 122, third column, *seraglio*, it is inserted again on page 155, and is *differently* divided! thus, *seragl-io*, (122,) *serag-l-io*, (155!) On page 123, first column, *ache*, inserted again on page 154! Same page second column, *cholic*, wrongly classed, it should *not* be in this lesson, for there is no *h* in the word in any of Webster's dictionaries, or in the dictionaries of Johnson and Walker! Same column, *scirrous*, inserted with "words in which *c, before h, has the sound of k,*" and there is no *h* in the word! Same page, sixth column, *chimical*, inserted again on page 131! On page 124, *mechanic* and *scholastic*, again on page 129! Same column, *chaotic*, again on page 131! Same page, second column, *synecdoche*, again on page 140! Same page, seventh column, *giggle*, again on page 142! On page 125, first column, *waggish*, inserted again on the *same* page, *next* column! (In the first edition of this book, published in New York, *sluggard* was inserted; in which *g* did *not* come before *e, or i;* but the *blunder* was pointed out by a writer in the New York Courier and Inquirer, Sept. 9, 1829, and *sluggard* has been *struck out*, and *waggish* inserted in its place, although it was in the lesson before!) Same page, third column, *goggle*, wrongly classed, for *g* does not come "before *e, i, or y*" in the word! It is inserted again on page 142! Same page, fourth column, *girdle*, again on page 142! Same page, fifth column, *magic* and *tragic*, again on page 129! On page 126, first column, *logic*, again on page 128! Same page, third column, *rhinoceros*, again on page 155! On pages 97, 126, 127, and 128, are words in which *c, s, and t, have the sound of sh*.

In these lessons, the terminations, *sion, tion,*

cial, sial, cian, cious, tious, ciate, and tiate, are intermingled in such a manner, that the scholar can not determine, when required to spell any word contained in these lessons, whether to use *c*, *t* or *s*, the sound being the same; as, *pension, mention, suspicion, emaciate, ingratiate*, &c.; and it is evident that the words in which *t*, *c*, and *s*, have the sound of *sh*, should be classed in separate lessons, for the same reasons that he has classed the words in which *ch* has the sound of *sh* and *k*; as we learn their pronunciation by association, so should we learn the orthography of the other words referred to. On page 126, fifth column, *noxious*, inserted with "words in which *ce, ci, ti, and si*, are pronounced as *sh*," when there is no *ce, ci, ti, or si*, in the word! On page 127, fourth column, *delicious*, and it is inserted again on the same page, sixth column! Same column, *officious*, fifth column, *fruition*, and they are both inserted again on page 128! On page 128, *arithmetician, ethic, and ethnic*, are so classed that the scholar will not know what sound *th* has in them, as they are not on page 114 or 115, where the different sounds of *th* are noted! On page 129, second column, *phthisic*, again on page 155! Same page, fifth column, *alchimid*, wrongly classed, should have been on page 123, with "words in which *c*, before *h*, has the sound of *k*!?" In this classification of the words ending in *ic*, Mr. Ely was not consistent or uniform! thus he has *catholic, athletic*, on page 114, *mechanic*, on page 124, inserted where the sounds of *th* and *ch* are noted, and repeated here; but he has *synthetic*, page 114, *chronic*, page 123, &c., not repeated here in words, ending in *ic*; and, again, he has *alchimid*, page 129, *orthographic*, page 130, *choleric*, page 131, which are not on pages 114, 115, or 123, or 124, where the sounds of *th* and *ch* are noted! Same column, *ecstatic*, inserted again on page 131, and differently spelled! Same page, seventh column, *pneumatic*, again on page 155! Same column, *rhetoric*, again on page 155, differently divided and accented, thus, *rhe-tor-ic*, (129,) *rhet-o-ric*, (155)!! On page 130, *alchimid, analogic, casuistic, catechetic, chronologic, eucharistic, geologic, hypothetic, mythologic, mathematic, orthographic, pantheistic, parenthetic, pathologic, philologic, philanthropic, pyrotechnic, sympathetic, theologic, theocratic, theoretic, zoologic*, page 121, *characteristic, enthusiastic, entomologic, genealogic, ornithologic, osteologic, physiologic, ichthyologic, gothic, chimerical, illogical, whimsical, bismuthic, choleric, theoric*, page 132, *gothicism, provincialism, catholicism, monatheism, hulotheism, rationalism, scholasticism*, page 133, *methodize, theorize, anathematize, bestialize, catholicize, characterize, etherealize, rationalize, cheverilize*, have been inserted

on these pages without any rule having been given, by Mr. Ely, for the pronunciation of *ch, th, g, wh, and s*, which occur in them! Thus, the scholar, who consults the spelling-book only, will for ever remain unacquainted with their pronunciation! while *arithmetical, atheistic, chaotic, exotic, polytheism, authorize, &c.*, which occur on the same pages, have been inserted on pages 114, 124, 126, &c., where the sounds of *th, ch, x, &c.* are noted! Hence, Mr. Ely has every species of inconsistency imaginable, in the classification of the words on pages 130, 131, 132, and 133!

On page 132, fifth column, *anglicism*, inserted again on page 134, with words in which "the sound of *ng* is close!" On page 133, third column, *exorcise* is inserted with "words ending in *ize*," but *exorcise* has not any *z* in it in any of Mr. Webster's dictionaries, or in the dictionaries of Johnson, Walker, &c.! On page 137, second column, *bucaneer*, with words in which "*ch* has the sound of *sh*, and *i* has the sound of *e* long," but *bucaneer* has no *ch* or *i* in it! and should be on page 61, with *gazetteer, volunteer, &c.* Same page, fourth column, *breadth, breath, earth, dearth, threat*, fifth column, *health, wealth, stealth*, sixth column, *healthy, wealthy, feather, leather, leathern*, seventh column, *threaten*, with words in which "the vowel *a* of the digraph *ea*, has no sound, and *e* is short!" Only two of these words (*feather and leather*) are inserted on pages 114, or 115, where the different sounds of *th* are noted, (all the others are here inserted on page 137, without the sound of *th* being noted, so that their pronunciation can not be learned in any lesson contained in the spelling-book.) Same page, sixth column, *heaven and leaven*, seventh column, *threaten*, inserted again on page 139! On page 139, *earthen, given, strengthen, lengthen, thicken*, page 140, *wreathen, wheaten, forgiven, christen*, page 142, *wheel, page 144, sociable, tithable*, have been inserted without any rule for the pronunciation of *th, wh, g, ch, c*, which occur in them! while *whiten, synecdoche*, page 140, *thimble, giggle*, page 142, *whiffle, whittle, thistle, whistle*, page 143, have been inserted on pages 119, 124, 114, where the sounds of *th, wh, g, ch, &c.*, are noted! The preceding classification is a great inconsistency, entirely void of uniformity! On page 141, sixth column, *hazel* is inserted with "words in which *e* final, after *l*, is mute;" but *e* is not final in *hazel* in any of Mr. Webster's dictionaries, or in the dictionaries of Johnson or Walker! The word is, therefore, wrongly classed.

On the last part of page 144, and the first part of page 145, Mr. Ely has given a class of "words nearly, but not exactly, alike in pronunciation." Of these, he has given eighty-seven; and he might, with as much propriety,

nave given *five hundred* other words in the language, as these *eighty-seven*; for the pronunciation of these is no more "nearly, but not exactly, alike," than *hundreds* of others in the language! that is, agreeably to the pronunciation of Mr. Webster's *dictionary*. Although Mr. Ely has stated that these "words" are "nearly" alike in pronunciation, yet he has *not* given the *pronunciation* of any of them in this lesson; and he has not, in any of the preceding spelling lessons, given more than *forty-nine* of these words; and, consequently, the scholar will never know, from the use of this spelling-book, how to pronounce these *thirty-eight* words, which Mr. Ely says are "nearly, but not exactly, alike in pronunciation," not knowing *what* that "*pronunciation*" is! as, are, accept, except, accede, exceed, acre, allusion, acts, ax, ally, allowed, errand, errant, ballad, ballot, clothes, close, consort, dost, immerge, emerge, gesture, jester, idol, impostor, imposture, naughty, ingenious, pint, raddish, reddish, slake, since, sense, tenure, talents, talons, and value, are *not* pronounced in any spelling lesson of the book! but air, page 45, affect, effect, page 71, anchor, 123, access, excess, page 75, illusion, elusion, page 122, alley, page 34, assay, page 28, essay, page 85, affusion, effusion, page 123, aloud, page 72, arrant, page 108, addition, edition, page 127, ballot, page 34, creak, page 39, creek, page 29, concert, page 85, descent, dissent, page 71, decease, page 78, disease, page 83, dust, page 24, elicit, illieit, page 126, earn, page 137, urn, page 23, fat, vat, page 21, harsh, page 27, hash, page 117, idle, page 143, knotty, page 136, ingenuous, page 89, morse, page 36, moss, page 32, line, page 22, loin, page 37, loom, page 30, loam, page 40, medal, page 50, meddle, page 142, point, page 37, slack, page 31, tenor, page 43, valley, page 34, *are* pronounced on the preceding pages! Some of these words here given, as being "*nearly*" alike in pronunciation, are very distinctly *different*; as, *air*, (*a* long,) *are*, (*a* flat,) as distinctly different sounds as any two in the language! *Are* is not *pronounced* in the Spelling-Book, neither is the word to be found in Webster's school dictionary; but in his quarto he says, "it is usually pronounced *ar*," (*a* flat;) and, in his octavo, he does pronounce it *ar*, (*a* flat!) *alley*, and *ally*, are differently accented! *decease* and *disease*; *e* long in the first syllable, and *s* sharp in *decease*; but *i* short in the first syllable, and *s* like *z* in both syllables in *disease*, *not* very "nearly alike" in pronunciation! *dost* and *dust*; *dost* is not *pronounced* in the Spelling Book, or in Webster's quarto dictionary, and the word is not *to be found* in Webster's school dictionary, which is, of course, *to be used* with the Spelling-Book; but in Webster's *octavo* dictionary it is pronounced with *o* like *u* short, so that these two words, page 145, *dost* and *dust*, are

not "*nearly*," but "*exactly*" alike, if Mr. Webster's octavo dictionary be the "STANDARD!" *pint*, (*i* long,) *point*, (*oi* diphthong,) these are *not* very "nearly alike in pronunciation!" &c., &c., &c.

On page 145, Mr. Ely has given a class of "words of the same orthography, but differently pronounced!" Of this class of words, there are in the language, (acknowledged by Mr. Webster in his dictionaries,) about *one hundred and sixteen*, that is, differently *accented* and *pronounced*, when differently applied. Of these, Mr. Ely has classed but *twenty-one*, in this lesson, page 145! We might *reasonably* suppose that Mr. Ely would insert *all* of these words, subject to different pronunciation or accentuation, when differently applied, if *any*, in a lesson of this kind, page 145; for the scholar would, most unquestionably conclude, when looking at the title of this lesson, that Mr. Ely has classed *all* of them; and, with this conclusion, would for ever remain ignorant of the fact, from the use of this lesson, that there are in the language, NINETY-FIVE other "*words of the same orthography, but differently pronounced*," or accented, similar to the TWENTY-ONE which he has classed! Again Mr. Ely has, in the preceding lessons, intermingled NINE of these *ninety-five* words with their different accentuation or pronunciation noted; as, *concert*, pages 85 and 144, *contest*, pages 35 and 76, *contract*, pages 61 and 71, *ferment*, pages 71 and 105, *object* and *subject*, pages 64 and 71, *rebel*, pages 44 and 100, *refuse*, pages 83 and 88, *sow*, pages 45 and 149, which are not here classed on page 145! and the SIXTY-ONE following words are inserted with only *one* accentuation or pronunciation noted, neither can we learn from his spelling-book, that they *ever should* be differently accented or pronounced! as concrete, convoy, page 28, house, mouse, page 36, use, page 37, close, pages 37 and 144, rise pages 37 and 149, gout, page 38, grease, page 39, attribute, page 49, minute, page 50, frequent, page 58, overflow, overthrow, page 61 abject, instinct, progress, page 64, descendant, page 68, countermarch, page 70, prefix, augment, abstract, affix, extract, insult, trajectory, collect, conduct, conflict, project, compact, page 71, impress, page 75, digest, import, transport, escort, comport, desert, contrast, convert, protest, page 76, retail, page 78, supine, confine, console, page 79, abuse, excuse, diffuse, page 83, transfer, conserve, converse, page 100, torment, page 104, absent, present, convent, page 105, accent, page 108, exile, page 120, precedent, page 125, raven, page 139, consort, page 144, lead, page 148, *ar* inserted with but *one* accentuation or pronunciation in any of the spelling lessons of the book! Again; there are TWENTY-FIVE other words of this class, subject to different

accentuation or different pronunciation, when differently applied, of which the scholar will never remain ignorant, unless he shall refer to some other source than the *Elementary Spelling Book*, as they are *not* in any of the spelling lessons with *either* accentuation or pronunciation!! as, foretaste, presage, export, bombard, discord, record, colleague, produce, element, incense, undress, discount, confect, compress, complot, compound, countermine, countermand, misconduct, disuse, put, &c., &c.; and these words, which Mr. Ely has *entirely omitted*, are as important as those he *has inserted*! Several of the preceding class of words are pronounced or accented but *one way* in Mr. Webster's *duodecimo* dictionary, but are *two ways* in Mr. Webster's *octavo* dictionary! As, perfume, bombard, discord, colleague, abject, entrance, discount, confect, instinct, mouse, and frequent. The word entrance is spelled with *s*, when a verb, in Mr. Webster's *quarto*, but with *c* in his *octavo*! In his *duodecimo*, published in 1830, he spelled it with *c*, agreeing with the *octavo*; but in the edition, published in 1831, it is spelled entrance, with *s*, agreeing with the *quarto*! Thus, if we take the *octavo* or *duodecimo* of 1830, for the standard, entrance, verb and noun, *should be* in this lesson, as spelled alike, differently accented; but if we take the *quarto* or *duodecimo* of 1831 for the standard, they should *not be* in this lesson, being spelled differently! [Surely Mr. Ely would have been in a dilemma relative to the orthography of this word, had he *not* used "*Walker's Rhyming Dictionary, London edition, 1824,*" when classing these words!]

On pages 145, 146, 147, 148, 149, and 150, Mr. Ely has given a lesson of "*Words pronounced alike, but different in orthography.*" This is one of the most important lessons contained in any Spelling-Book; for, unless these Words are associated with their respective distinctive definitions, it is impossible for the scholar to become acquainted with their orthography, their pronunciation being alike. From the title of this lesson, and its evident importance in a Spelling-Book, we might reasonably expect that Mr. Ely had inserted *all* the common words of this class in the language: that he had *not* inserted any of these words in the preceding spelling lessons where the distinctive definitions are *not* given, as it is *impossible* for the scholar to distinguish the spelling of words which are pronounced alike, but spelled differently, when they are intermingled with other words, and not associated with their distinctive definitions. And we might also expect that their pronunciation would be given in this lesson; and that no words would be here classed which are *not* pronounced alike: yet, this lesson is *defective* in all the preceding, and in some other particulars, as will be fully shown.

First:—There are acknowledged by Mr. Webster, either in his spelling-book or dictionary, about *seven hundred and eighty* words of this class; yet Mr. Ely has classed in this lesson only *four hundred and forty-six*, of which, *he* says, two or more are sounded alike, but few more than *half* in the language.

Secondly:—There are *two hundred and ninety-three* of these *four hundred and forty-six* words, intermingled in the preceding and following spelling lessons, where their distinctive definitions are *not* given, which, as a matter of prudence, should not be inserted *twice* to the exclusion of other words in common and general use:—

As ail, page 40, ale, page 22, air, pages 45 and 144, heir, page 45, alter, page 107, ant, page 23, ark, page 31, ascent, page 108, (where it is *differently accented*!) auger, page 125, bail, page 40, bale, page 22, ball, page 32, bawl, page 47, base, page 22, beer, page 29, (*twice* on that page!) bier, page 45, bin, page 21, and again on page 32! berry, page 61, bury, page 154, beat, page 45, beet, page 29, blew, page 45, blue, page 39, boar, page 45, bore, page 22, bow, pages 55 and 145, bow, page 45, bread, page 137, bred, page 26, burrow, page 86, bay, bey, page 55, bee, page 29, beach, page 39, boll, page 32, bowl, page 40, bole, page 22, bolt, page 29, but, page 21, brake, page 42, break, page 40, cane, page 22, call, page 32, cannon, canon, page 56, cession, session, page 108, canvass, page 104, seal, page 40, course, coarse, page 39, coat, page 45, core, page 22, corps, page 154, sell, page 32, century, page 48, choler, page 123, collar, page 34, chord, page 123, cite, site, page 22, sight, page 118, chronicle, page 123, complement, page 94, compliment, page 62, and again on page 94! cousin, cozen, page 139, current, page 105, deer, page 29, dear, page 45, cask, page 31, cedar, page 25, and again on page 57! seed, page 29, sent, scent, page 23, and again in this lesson on page 149!! cellar, page 34, clime, page 43, symbol, page 73, and again on page 50! color, page 61, dam, page 20, dew, page 45, fane, page 23, fain, page 40, feign, page 155, dun, page 21, dram, page 26, elision, elysian, page 123, ere, page 22, ear, yew, fair, feat, page 45, fare, page 141, freeze, feet, page 29, flea, page 39, flee, page 29, flour, foul, fowl, page 38, forth, fourth, page 84, gilt, page 23, guilt, great, grown, page 45, grate, page 47, groan, hail, page 40, hale, page 22, hart, page 24, hare, page 141, hair, hear, hew, page 45, here, page 22, him, page 21, heel, page 29, heal, page 40, haul, page 47, hall, page 32, isle, page 154, inn, kill, page 32, knap, knave, knead, kneel, know, knight, knot, page 136, need, page 29, Neal, page 40, new, page 45, night, page 118, not, page 21, lade, page 22, laid, leak, page 39, lain, page 40, lane, page 22, and again on page 45! leek, page 29

lesson, lessen, page 139, led, page 20, lyc, page 39, low, page 45, lack, page 31, lee, page 29, leaf, lief, page 39, loan, page 40, lore, page 22, lower, page 145, lock, page 31, loch, page 123, main, page 40, mane, made, male, page 22, maid, page 39, mail, page 40, manor, page 43, meet, page 29, meat, page 45, mien, mean, page 40, mule, page 22, minor, page 57, moan, page 40, moat, page 45, more, mite, page 22, mettle, page 142, naught, page 47, nay, page 55, net, page 21, ought, page 156, car, page 45, ore, page 22, won, page 30, our, hour, page 38, plum, page 26, pale, page 22, pail, pain, page 40, pane, page 22, palate, page 50, pallet, page 65, pole, page 22, poll, page 32, peel, page 29, peal, page 40, pair, page 45, pare, page 141, plain, page 40, pray, prey, page 55, prophet, page 68, profit, page 34, peace, page 29, pannel, page 44, raze, page 22, rain, page 40, reign, page 155, rap, page 24, read, page 39, and again on page 145! reed, page 29, red, page 20, reek, page 29, rest, page 24, rice, page 22, ring, wring, page 134, rite, page 22, right, page 118, road, page 39, rear, page 45, rigger, page 124, rigor, page 61, rout, page 38, rough, page 155, ruff, page 32, row, roar, page 45, rabbit, page 64, sail, page 40, sale, page 22, sea, page 39, see, page 29, savor, page 25, seen, page 29, senior, page 121, seignior, page 155, shear, page 45, sheer, page 29, sow, page 45, sum, sun, page 21, some, page 55, son, page 30, stare, page 141, stair, page 45, steel, page 29, succor, page 61, slight, page 118, sole, page 22, soul, page 40, slay, page 55, slow, page 45, stake, page 42, steak, page 40, stile, page 43, tax, page 21, throw, throe, page 84, tear, *twice* on page 45! tare, page 141, tier, page 45, team, page 40, team, page 29, tide, page 22, their, there, the, thee, page 118, two, page 30, vail, page 40, vice, page 22, wait, weight, waist, page 45, wear, page 45, and again on page 141! ware, page 141, waste, page 118, way, page 55, week, page 29, weak, page 40, wood, page 30, would, page 154, wether, page 115, been, beau, one, done, dough, neigh, sleigh, weigh, bough, page 154 — **TWO HUNDRED AND NINETY-THREE WORDS**—all of which are *intermingled* in the lessons with other words where their *distinctive* definitions are *not* given, and are again inserted on these pages, 145, 146, 147, 148, 149, and 150!

Thirdly:—There are, in the preceding spelling lessons, where their distinctive definitions are *not* given, *fifty-six* words, two of which are pronounced alike, but which Mr. Ely has *not* classed in this lesson, neither can the scholar learn their distinctive definitions in any of the spelling lessons of the book; as, ate, page 22, and eight, page 45; bare and bear, page 141, day and dey, page 55; flew, page 45, and flue, page 39; fore, page 22, and four, page 45; gage, page 22, and gauge, page 154; gait, page 45, and gate, page 22; hole,

page 22, and whole, page 119; maiz, page 39 and maze, page 23; more, page 141, and mayor, page 74; mead, page 39, and meed, page 29; peer, page 29, and pier, page 45; plait, page 45, and plate, page 47; soar, page 45, and sore, page 23; sine, page 22, and sign, page 138; tale, page 22, and tail, page 40; tole, page 22, toll, page 32; tray and trey, page 55; wane, page 22, and wain, page 45; ween, page 29, and wean, page 40; wal, page 32, and waul, page 47; dust, page 2 and 145, and dost, page 145; [These two words are classed on page 145, as being "*nc* exactly alike in pronunciation," but in Mr. Webster's octavo dictionary they are *pr* pronounced alike! dost is *not* in Webster's duodecimo dictionary!] nit, page 21, and kni, page 136; brui, page 45, and brute, page 118; anker, page 56, and anchor, page 123; trave, page 57, and travail, page 73; cruel, page 21, and crewel, page 87; asperate, and aspirate, page 103—**FIFTY-SIX**—are *not* classe with their distinctive definitions!

Fourthly:—Mr. Ely has also inserted in th other lessons *seventy-three* words, each o which has another word corresponding i sound in Mr. Webster's dictionary, not one o which is in this lesson, or in any other spel ling lesson of the book, consequently th scholar can not, from the use of the *Element ary Spelling-Book*, ever become acquainte with the orthography or distinctive definition of the sixty-eight words corresponding i sound with these! as, bait, page 45, baize, page 39, bloat, page 45, seer, page 29, and sea; page 45, glare, page 141, hoard, page 39, ha and key, page 55, (quay is pronounced as ke in Webster's octavo dictionary,) peak, pag 39, place, page 42, port, page 55, float, pag 45, queen, page 29, rhyme, page 155, slew page 45, (*not* in Webster's duodecimo, but i his octavo dictionary,) swear, page 45 an 141, throne, page 84, gore, page 22, thyme, page 37, beaux, page 154, wade, page 22, wai, page 40, wheel, page 119, chaste, page 118 choir, page 37 and 123, [choir is pronounce as quire, both in Webster's octavo and schoc dictionaries, but Mr. Ely has inserted it in th Spelling-Book, on pages 37 and 123, and i *both* cases has given *oi* the diphthongal sound *contrary to both* the dictionaries!!!] phrase, page 37, gloze, page 47, nose, page 37, lees, page 29, [lease, to glean, is pronounced a lees in Webster's octavo, but *not* in his schoc dictionary!] greaves, page 45, told, page 27 muse, page 37, praise, page 39, prize, fawr, page 47, clause, page 47, haw, page 55, pause, page 47, sense, page 145, chough, page 154 gild, page 124, jest, page 24, guest, page 44 jam, nag, page 20, retch, page 36, rung, pag 134, terse, page 36, shock, page 31, whoor, page 119, threw, page 84, grater, page 57, holy, page 25, prior, razor, page 57, treatise, page 87, castor, page 44, fungus, page 134, galley, pag

l, gilder, page 125, latin, page 64, levy, page 1, pencil, page 44, avail, page 78, discreet, page 28, consent, page 71, calendar, page 94, etaceous, page 127, concession, intention, page 97, seize, page 39, allegation, page 98—**EVENTY-THREE WORDS**—the words corresponding in sound with which are *not* in any spelling lesson of the book!

Fifthly:—There are, likewise, a great many words of this class in Mr. Webster's dictionary, that is, two or more which are sounded like, but spelled differently, not one of which as Mr. Ely inserted in this lesson, neither are they in any other spelling lesson of the Elementary Spelling-Book; consequently, the scholar will never be taught their sound, orthography, or distinctive definitions, from his book, neither will he even learn that there are such words in the language! as, deuce and duse, feaze and fees, faint and feint, ho and hoe, hoes and hose, size, sice, and sighs, re and sisher, straight and strait, tire and er, waive and wave, bald and bawled, cinque and sink, limb, and limn, links and lynx, cruise and brews, cruise and crews, baiting and bating, weakly and weekly, mareschal, marshal, and martial, better and bettor, calus and callus, cingle and single, cygnet and gnet, discous and discus, subtle and suttile, rear and arriere, chagrin and shagreen, aspeution and aspiration, &c., &c., none of which are in any of the spelling lessons of the Elementary Spelling Book!!

Sixthly:—As Mr. Ely has not given the pronunciation of the words in this lesson, we can not ascertain how he intended a number of these classes should be pronounced! as, ell and belle, by and buy, sealing and ceiling, cion, and sion, council and counsel, die and dye, dire and dyer, hie and high, hire and igher, indict and indite, liar, lier, and lyre, a and owe, pleas and please, rye and wry, te and wrote, tow and toe, vial and viol, &c.; though Mr. Ely has said, at the head of this lesson, "Words pronounced alike," yet he has not given the pronunciation of *either* of the words of the preceding classes, in this or any other spelling lesson of the book!

Seventhly:—There is a number of classes in this lesson, in which Mr. Ely has classed only *two* or *three* words of similar sound, when there are *three* or *four* in the other spelling lessons, and in Webster's dictionary; as, buy, pare pair, rain reign, shear sheer, slay sey sleigh, too two, vane vein, but has *omitted* class with them bye, bear, page 141, rein, hire, slaie, to, vain, page 45!

Eighthly:—Mr. Ely has classed a number in this lesson, as being sounded rich evidently are not, and should *not* as, centuary and century, chronical onicle, currant and current, symbol bal, principal and principle, &c. [On page 141, Mr. Ely has classed the words

medal and meddle, with "words *nearly*, but not exactly alike in pronunciation;" yet, in this lesson, he has classed the preceding words, chronical and chronicle, principal and principle, having the same termination, (*medal* and *meddle*) as being pronounced *alike*!!]

Ninthly:—Mr. Ely has also spelled a number of these words *contrary* to Webster's dictionary; thus, bass (in music) does *not* appear at all in Webster's school dictionary, and this class (base, low, vile, and bass in music) do *not* belong in this lesson! boult (to sift) does *not* appear in Webster's school dictionary, and this class (bolt, a fastening to a door, and boult, to sift) does *not* belong in this lesson! casque (a helmet) does *not* appear in Webster's school dictionary, and this class (cask, a vessel for liquids, and casque, a helmet,) does *not* belong in this lesson! drachm (a small weight) does *not* appear in Webster's school dictionary, and this class (dram, a drink of spirit, and drachm, a small weight) does *not* belong in this lesson! nought (none) is *not* the preferable spelling in Webster's school dictionary, and this class (naught, bad, and nought, none) does *not* belong in this lesson! nett, (clear of charges) does *not* appear in Webster's school dictionary, and this class (net, a woven snare, and nett, clear of charges) does *not* belong in this lesson! ouse (tanners' bark) does *not* appear in Webster's school dictionary, and this class (ooze, to issue out, and ouse, tanners' bark) does *not* belong in this lesson! route (a way or course) is *not* the preferable spelling in Webster's school dictionary, and this class (rout, a confused quarrel, and route, a course or way) does *not* belong in this lesson! seine (a fish net) is spelled *contrary* to Webster's dictionary; should be sein! [In Mr. Webster's quarto and octavo dictionaries, he says, under the word: net: "it is sometimes written *nett*, but improperly," yet Mr. Ely has inserted *nett* in this lesson!!] Thus, Mr. Ely has inserted in this lesson **EIGHT** classes of "words pronounced alike, but *different* in orthography," while they are in Webster's dictionary with but *one* orthography!

Tenthly:—Mr. Ely has, in this lesson, on page 146, second column, inserted cent, sent, and scent, with their distinctive definitions; and he has inserted sent and scent *again* on page 149, first column!! On page 147, *dun* and *nap* are inserted *twice*! On page 149, he has "rear, to raise," and "rear, the hind part," with rear spelled *alike* in both cases; yet Mr. Ely has classed it here with "words pronounced alike, but *DIFFERENT* in orthography!!" Same page, 149, Mr. Ely has inserted "shore, sea coast," and "shore, a prop," with shore spelled *alike* in both cases; yet he has classed it here with "words *different* in orthography!!" [In Mr. Webster's old Spelling-Book, he had, on page 143,

"shore, side of a river," and "shoar, a prop," a *blunder* which he evidently copied from Dilworth's Spelling-Book. This *blunder* Mr. Ely corrected, either by the assistance of Walker's Rhyming Dictionary, London edition, 1824, or from the criticism which appeared in the Albany Argus, yet he has retained the word in this lesson with words different in orthography!!! The definitions of some of these classes are rather singular, as "nap, on cloth;" "fane, a weather-cock," &c., &c.! [See Webster's school dictionary, in which they are not thus defined.] On pages 150, 151, 152, 153, Mr. Ely has given short sentences, in which the words of distinctive definitions are exhibited, as, "What ails the child?" &c., &c. In these sentences, Mr. Ely has inserted *better*, and *bettor*, *calendar* and *calender*, *mead*, *flew*, and *flue*, *peak* and *pique*, *peer* and *pter*, *pore* and *pour*, *rein*, *sign*, *threw* and *through*, *strait* and *straight*, *tail* and *tale*, &c., when he has not classed one of them with the words of distinctive definitions! On page 154 and 155, Mr. Ely has given a class of "words of irregular orthography." This lesson contains a great many words which were in the lesson containing words of distinctive definitions, and, therefore, as the pronunciation of those words is not given, this lesson (page 154) should have preceded the words of distinctive definitions, or their pronunciation be given to avoid the repetition of them here; as, page 154, *beau*, *been*, *isle*, *one*, *done*, *would*, *dough*, *neigh*, *sleigh*, *weigh*, *bough*, page 155, *seignior*, &c.!

On page 155, he has a class of words in which "h after r is silent," and on page 129 he has *rhetoric*, and on page 126, *rhinoceros*, with *h italic*; and they are inserted again in this lesson!

On page 156, Mr. Ely has a class of words, of which he says, "In the following, *ue* at the end of the primitive word are silent;" and he has inserted *roguish* in this lesson, in which there is no *ue*! again, he has *roguery*, in which the *ue* are not silent in Webster's octavo, but are in his school dictionary! And again, he has *mosque* and *opaque*, in this lesson, wrongly spelled and classed, as they are both spelled without *ue* in Webster's school dictionary, thus, *mosk* and *opake*!!

A great evil attending this system of classification is, that the

are now classed, naturally pronounce them all with a long, or all with *i* short! Same page, second column, *annals* and *entrails*, and no rule is given for their pronunciation. The scholar will, most unquestionably, be inclined to pronounce both terminations with a short, or a long. The same may be said of the next two words, *mittens* and *summons*, in which terminations they will pronounce the *e* and *o* alike, &c., &c., examples of which may be seen on almost every page of the book, where there are spelling lessons.

ARRANGEMENT.

Next in importance to the proper classification of words intended for spelling lessons, containing the different and peculiar vowel and consonant sounds, is the due arrangement of the words thus classed, according to the ease or difficulty with which their orthography and pronunciation are learned.

Thus, on page 29, Mr. Ely has inserted monosyllables, containing *ee*; on page 30, those containing *oo*; and, on page 32, words which contain *dd*, *bb*, *gg*, *ll*, *ss*, *rr*, as *lees*, *breeze*, *goose*, *odd*, *ebb*, *egg*, *pass*, *purr*, &c.; and page 36, in which *dge*, *tch*, *lph*, *mph*, &c., as *midge*, *scratch*, *sylyph*, *nymph*, &c. But, on page 42, he has words with *a*, *i*, and *o*, long, as, *blade*, *slide*, *choke*, page 43, *spoke*, *blame*, page 47, *tine*, *drone*, *brave*, *drove*, which are much more easy for the scholar to learn, than those on pages 29, 30, 32, and page 36, preceding them, as noted above! Again, Mr. Ely has a class of monosyllables, on page 117, which are more easily learned than those on pages 32 or 36! Again, Mr. Ely has, on pages 51 and 52, inserted words of four syllables, and on page 61, he has easy words of two syllables! He has a class of words of three syllables on pages 82 and 83, and words of two syllables, much more easily learned, on pages 86 and 87! On page 84, he has difficult monosyllables, in which the sound of *th* is exhibited, and on page 117, thirty pages after them, he has easy monosyllables! On pages 124 and 125, he has words in which *g* is hard before *e*, *i*, and *y*, which is one of the most easy lessons in the spelling-book, placed after the words in which *x* has the sound of *gz*, page 120, *t* the sound of *tsh*, page 121, *i* the sound of *y*, page 122, *s* and *z* the sound of *zh*, pages 122 and 123, *ch* like *k*, page 123, which are the most difficult lessons in the spelling-book! On page 134, he has words in which *ng* has its open and close sound, which is one of the most easy lessons in the book, placed after the words in which *c*, *s*, and *t*, have the sound of *sh*, on pages 126, 127, and 128, which are the most difficult in the language! And again, the words which end in *le*, on pages 141, 142, 143, and 144, are placed

system leads, in a great many instances, to error in the pronunciation of the terminating syllable; thus, on page 104, fourth column, *chilblain*, *villain*, *mortmain*, *plantain*, *vervain*, *curtain*, in which the sound of *ai* should be changed three times in sounding the six words, from long *a* to short *i*, and from short *i* to long *a*! The scholar will, as they

after ten or fifteen lessons, the orthography of which is more difficult to be obtained than that of the lessons preceding, as above noted. Thus, I think, it will appear evident to every person, on examination, that these lessons are not all arranged with due regard to the ease of learning their orthography or pronunciation.

ORTHOGRAPHY.

There is, perhaps, no branch of education by which the learned and the illiterate are so readily and so generally distinguished, as that of spelling. So universal is the condemnation of bad spelling, among all classes of citizens, whether professional, mercantile, or mechanical, that no person, it is believed, can be found who would be willing to be identified with it. The subject of orthography, therefore, is of primary importance in the education of children, and should engage the attention of parents, and all teachers more especially, since it may fairly be assumed that one third of the whole time spent in acquiring a useful education, is devoted to this particular branch.

I will now show, that, although Mr. Ely has, in the orthography of the *Elementary Spelling-Book*, avoided most of the errors in spelling, pointed out in the Albany Argus in 1827, yet he has spelled other words contrary to ALL of Webster's dictionaries; so that the orthography of the new spelling-book is MORE ERRONEOUS than that of the old one!

First:—Mr. Ely has spelled a great many words *contrary to all of Webster's dictionaries*, but *agreeably to Johnson and Walker*!

Secondly:—Mr. Ely has spelled a number of words *contrary to the orthography of Webster's duodecimo school dictionary*, "*his last work, all written and corrected by himself*," but *agreeably to either Webster's octavo or quarto dictionary*!

Thirdly:—Mr. Ely has spelled a number of words *contrary to ALL of Webster's dictionaries*, but *agreeably to Webster's old spelling-book*!

Fourthly:—Mr. Ely has spelled a number of words *contrary to ALL Webster's dictionaries, contrary to his old spelling-book*, and also *contrary to the orthography of Johnson and Walker*!!

Fifthly:—Mr. Ely has also spelled the same words in two DIFFERENT ways, while it is spelled but one way in all of Webster's dictionaries!!

Sixthly:—Mr. Ely has frequently spelled a word but one way, while it is spelled two ways in Webster's dictionaries; and, he has sometimes given the orthography which Mr. Webster has preferred, by placing it first in his dictionaries, and, at other times, he has given that which Mr. Webster has not preferred!

Thus, on page 8, Mr. Ely has *brasier*, *agreeably* to Webster's dictionaries, and on page 122 he has it *brazier*, *contrary to all of them*! On page 13, *trissyllable* with *ss*, *contrary* to all Webster's dictionaries! On page 20 he has spelled *rud* (rudd) *contrary to Webster's dictionary*! On page 21 he has spelled *dum* (dumb) *contrary to Webster's dictionary*! Same page, *ren*, and it is *wren* in Webster's dictionary! Same page, *bun*, and it is spelled *bun* and *bunn*, in Webster's school dictionary! Same page, 21, *wot*, *agreeably* to Webster's dictionary, and it is spelled *wat* on the same page, *contrary to Webster*! On page 22, *fuge*, and it is spelled *fugue* in Webster's dictionary! Same page, 22, *cale*, spelled *kale* in Webster's dictionary! On page 23, *brent*, and it is spelled *brant* in Webster's school dictionary! On page 24, *chapt*, *blest*, *drest*, *curst*, and they are spelled *chapped*, *blessed*, *dressed*, and *cursed*, in Webster's school dictionary!! Same page, 24, *cist*, and it is spelled *cyst*, on page 8, and in all Webster's dictionaries! On page 26, *swop*, and it is spelled *swap*, on page 47, and in Webster's school dictionary! Same page, 26, *sted*, and it is spelled *stead* on page 137, and it is spelled in these two ways in Webster's dictionaries! but *stead* is placed first in the dictionary, and Mr. Ely has *sted* first in the spelling-book, so that the scholar who learns *sted* on page 26, will pass one hundred and ten pages before he will know Webster's preferable spelling, *stead*!! On page 27, *cranch*, *contrary to Webster's quarto and octavo dictionaries*, but it is spelled *craunch* and *cranch* in the school dictionary, but *craunch* is placed first as the preferable spelling in that dictionary; Mr. Ely has, therefore, spelled it *contrary to all of them*! On same page, 27, *hanch*, *contrary to Webster's quarto and octavo*, but in the school dictionary he has it *hanch*, *haunch*, in one place, and *haunch* and *hanch* in another; thus alternately giving each spelling a preference by placing it first!!! On page 29, Mr. Ely has spelled *sneek*, *contrary to Webster's dictionary*, but on page 39 he has spelled it *sneak*, *agreeably to Webster*! On page 30, *ton*, *contrary to Webster's dictionary*, and on page 150 he has spelled it *tun*, *agreeably to Webster*! On page 31, *slick*, *contrary to Webster's school dictionary*, in which it is spelled *sleek*! [*Slick* is the vulgar pronunciation of *sleek*!] On page 32, *scall*, *contrary to Webster's school dictionary*, in which it is spelled *scald*! On same page, 32, *burr* and *bur*, two ways, and but one way (*bur*) in Webster's dictionary! On same page, 32, *trass*. The word is not in Webster's school dictionary, but in the quarto and octavo it is spelled *tarrace*, *tarrass*, *terrass*, and *trass*, and Mr. Ely has taken the orthography least preferred by Mr. Webster, or the shortest spelling!! On page 35, *cun-*

frey and *comfry*, in Webster's school dictionary; but it is spelled *three* ways in Webster's quarto and octavo dictionaries, thus, *comfrey*, *comfry*, and *cumfry*!! On page 37, *phleme*, and *steam* in Webster's dictionary! Same page, 37, *coif* and *quoif*, but *coif* is the *preferable* word in Webster's dictionary! On page 40, *mein*, and on page 148 it is spelled *mien*! On page 41, he has *villainy*, with *i* in the second syllable, *contrary* to the *preferable* spelling in Webster's quarto, but *agreeably* to Webster's school dictionary! On page 42, *splice*, *contrary* to Webster's school dictionary; but it is spelled *splice* and *splise*, both ways in Webster's quarto and octavo dictionaries! On page 43, *peddler*, agreeably to Webster's school dictionary, but *contrary* to the quarto and octavo! On page 45, *chints*, *contrary* to Webster's school dictionary, but agreeably to his quarto and octavo! Same page, 45, *shew* and *show*, two ways, but *one* way (*show*) in Webster's school dictionary! On page 47, *haunt*, *flaunt*, and *taunt*, but *one* way, and they are all spelled *two* ways in Webster's school dictionary! On page 49, *nthrallment*, and *inthrallment* in all Webster's dictionaries! On page 50, *hillock*, *hem-ock*, and *mattock*, with *k*, *contrary* to Webster's octavo, but agreeably to his quarto and school dictionaries! On page 55, *plow*, spelled *two* ways in Webster's octavo dictionary! On page 56, *ledger*, and *leger* is the *preferable* spelling in Webster's school dictionary! Same page, 56, *satchel*, *contrary* to all Webster's dictionaries, but agreeably to his *old* spelling-book! On page 59, *panado*, but *panada* is the *preferable* spelling in Webster's school dictionary! On same page, 59, *potatoo*, *contrary* to Webster's quarto, but *agreeably* to his school dictionary! Same page, *maneuver* and *melasses*, and *manoeuvre* and *molasses*, is the *preferable* spelling in the octavo! On page 61, *debonair*, *contrary* to all three of Webster's dictionaries, (*debonair*), but *agreeably* to his *old* spelling-book! On same page, 61, *sentry*, and in Webster's school dictionary he says, "*sentry, a corruption of the word sentinel*!" Same page, *wintry*, and *wintery*, in Webster's dictionary! page 62, *lilly*, and *lily* Webster's dictionary! page 62, *holiday*, spelled *holyday* in the dictionary! page 64, *ribin* and *porpess*, and *ribbon* and *porpoise* is the *preferable* spelling in Webster's octavo dictionary! Same page, *gordon*, *two* syllables, and it is spelled *gordian*, *three* syllables, in Webster's dictionaries!! Same page, *griffin*, spelled *griffon* in Webster's dictionaries! On page 65, *gimblet*, spelled *two* ways in Webster's octavo dictionary, thus, *gimblet*, *gimlet*! On page 68, *scurrilous*, with *rr*, but with single *r* in Webster's school dictionary! On page 70, *almanack*, with *k*, but it is spelled without *k* in Webster's octavo dictionary! Same page,

laureat, and *laurate* in Webster's dictionaries! Same page, 70, *pompion* and *pumkin*, and it is spelled *pumpkin* in Webster's school dictionary! On page 73, *handsel*, and on page 157 *hansel*; and it is spelled *handsel* only in Webster's dictionaries! *hansel* is agreeable to Webster's *old* spelling-book! Same page, 73, *sylvan*, spelled *silvan* in Webster's school dictionary! On page 75, *unmixt*, and *unmixed* is the *preferable* spelling in Webster's school dictionary! On page 76, *millennial*, with *nn*, spelled with single *n* in all three of Webster's dictionaries! On page 78, *opaque*, agreeably to Webster's quarto and school dictionaries, but, on page 156, it is spelled *opague*, agreeably to Walker, and to the *preferable* spelling in Webster's octavo! On page 79, *insuare*, agreeably to Webster's dictionaries; but, on page 141, it is spelled *ensnare*, *contrary* to them! Same page, 79, *raccoon*, spelled *contrary* to Webster's quarto and octavo dictionaries, but *agreeably* to his school dictionary! Same page, 79, *paltroon*, and it is spelled *poltroon*, in all three of Webster's dictionaries!

On page 81, *bastinado*, *four* syllables, spelled *bastinado*, *three* syllables in Webster's school dictionary! On page 82, *cullender*, and it is spelled *colander* in all three of Webster's dictionaries; thus, there are *three blunders* in this word, *o* first syllable, one *l*, and *a* in the second syllable in Webster's dictionaries, and *u* first syllable, *ll* and *e* in the second syllable, in the spelling-book!!! On page 83, *villainous*; *villanous* is the *preferable* spelling in the octavo and quarto! Same page, 83, *withall*, *ll*, and it is spelled *withal*, single *l*, in Webster's quarto and octavo, but with *ll* in his school dictionary! On page 84, *thowl*, spelled *thole* in all Webster's dictionaries! Same page, *meath*, spelled *meathe* in Webster's octavo and quarto, but is *not* in his school dictionary!! Same page, 84, *highth*, and on page 118, *hight*; It is spelled *highh* and *highth* in Webster's school dictionary in his quarto, *height*, *highth*, and *hight*; but in the octavo, *height*, *hight*, and *highth*!! Same page, *thresh* and *thrash*, spelled *two* ways, and but *one* way in Webster's dictionary. Same page, 84, *thumb*, and *thum* without *b* is the *preferable* spelling in Webster's quarto dictionary! Same page, *sheathe*, (verb,) with final *e*, but without *e* is the *preferable* spelling in Webster's school dictionary! On page 85, *thresh*, and *thrash* in Webster's dictionary! Same page, *thrasher*, spelled *thrasher* in Webster's dictionary! Same page, 85, *gipsy*, spelled *gipsey* in Webster's quarto, but *gipsy* in his school dictionary! On page 86, *furlow*, and *furlough* is the *preferable* spelling in Webster's octavo dictionary! On page 87, *hainous* and *nightmar*, and *heinous* and *nightmare* is the *preferable* spelling in the octavo dictionary! Same page, 87, *trefoil*,

single *e*, spelled with *ee* in Webster's school dictionary, but with single *e* in his quarto and octavo! On page 88, *turquois*, not in Webster's school dictionary, but it is spelled *turquois* in his octavo! On page 89, *mellifluous* and *mellifluent*, spelled with *ff*, but they are both spelled with single *f*, in all three of Webster's dictionaries! Same page, 89, *accounterment*, spelled *accountrement* in Webster's octavo dictionary! On page 91, *consistency*, four syllables, spelled *consistence*, three syllables, in Webster's school dictionary! On page 93, *instrumentality*, single *l*, *instrumentality*, *ll*, in Webster's school dictionary! Same page, 93, *generalissimo*, with *ll*, and with single *l* in all Webster's dictionaries! Same page, *antedeluvian*, *e* third syllable, but *i* in Webster's dictionary! On page 94, *cimeter*, spelled *cimeter* in Webster's school dictionary, but not in his quarto and octavo! Same page *basalisk*, spelled *basilisk* in all Webster's dictionaries! On page 96, *inadvertency*, five syllables, *inadvertence*, four syllables, in Webster's school dictionary! On page 99, *apposite*, spelled *apposit* in Webster's school dictionary, but *apposite* in his quarto and octavo! Same page, 99, *barbacue*, spelled *barbecue*, in all Webster's dictionaries! On page 103, *ventillate*, with *ll*, spelled with single *l* in all Webster's dictionaries! On page 106, *alcoran*, spelled *alokran* and *koran*, in all Webster's dictionaries! On page 107, *midling*, single *d*, spelled with *dd* in all Webster's dictionaries! On page 108, *headache* and *heartache*, spelled without final *e* in Webster's quarto dictionary, but with *e* in the octavo; and they are spelled with final *ache* and *ake*, in the school dictionary!! On page 110, *millennium*, with *nn*, agreeably to Walker, and it is spelled with single *n* in all Webster's dictionaries! On page 111, *innoculate*, with *nn*, spelled with single *n* in all Webster's dictionaries! On page 112, *apprelative*, single *l*, spelled with *ll* in all Webster's dictionaries! On page 113, *valetudinarian* and *vuletudinarian*, two different ways on the same page! Same page, *asbestos*, *asbestus* in dictionary! On page 114, *threatning*, two syllables, spelled *threatening*, three syllables, in all Webster's dictionaries! Same page, *enthrall*, spelled *inthrall* in all Webster's dictionaries! Same page, *apothegm*, spelled *apothem*, in Webster's school dictionary as the preferable spelling, and it is spelled three ways in his quarto and octavo! On pages 115 and 138, *burthen*, with *h*, and *burden*, with *d*, on page 138 and page 168; spelled *burden*, only with *d*, in all Webster's dictionaries! On page 54, *encumber*, spelled two ways in Webster's dictionaries! On page 115, *tether*, spelled *tedder* in Webster's dictionaries! On page 119, *whigism*, with one *g*, and *whiggism*, with *gg* in all Webster's dictionaries! Same page *whoop-*

ingcough, with *w*, and it is spelled without *w* in all Webster's dictionaries, and in the dictionaries of Johnson and Walker!! On page 122, *postillion*, single *l*, spelled *postillion*, with *ll*, in Webster's dictionaries! Same page, *brazier*, with *z*, and with *s* in Webster's dictionary! On page 123, *abscision*, spelled *abscission* in all Webster's dictionaries! Same blunder in the old spelling-book. Same page, 123, *rescision*; it is spelled two ways in all Webster's dictionaries, thus, *recision* and *rescission*, and Mr. Ely has spelled it *contrary* to both of them! Same page, 123, *maslich*, spelled two ways in Webster's quarto and octavo! Same page, *cholic*, spelled without *h* in all Webster's dictionaries, and in the dictionaries of Johnson and Walker. [The same blunder is in Webster's old spelling-book, evidently copied from Dilworth's spelling-book!] Same page, 123, *chamelion*, spelled *chumeleon* in Webster's quarto and octavo dictionaries! On page 124, *haggish*, with *gg*, agreeably to his old spelling-book, and to Johnson and Walker, *contrary* to all his dictionaries!! On page 125, *twiggin*, *contrary* to his dictionaries, agreeably to his old spelling-book! On page 123, *flagicious*, spelled *contrary* to all Webster's dictionaries, and to his old spelling-book! Same page, 128, *noviciate*, spelled *contrary* to all Webster's dictionaries, but agreeably to his old spelling-book! On page 123, *chimist*, *chimistry*, *chimical*, and *alchemy*, on page 129, *alchimic*, with *i*, spelled with *e* in Webster's octavo dictionary, 1831! On page 129, *ecstatic*, and on page 131, *extatic*, spelled *differently*! On page 131, *paragoric*, spelled *pategoric* in all Webster's dictionaries! On page 133, *exorcize*, with *z*, but it is spelled *exorcise*, with *s*, in all Webster's dictionaries, and in the dictionaries of Johnson and Walker! On page 137, *bucaneer*, spelled two ways in Webster's quarto and octavo dictionaries! Same page, *canonier*, spelled *cannoneer*, as the preferable spelling in Webster's quarto and octavo! Same page, *carbinier*, spelled *carabineer*, as the preferable spelling, in Webster's octavo and quarto dictionaries! Same page, *facine*, spelled *fascine* in all Webster's dictionaries! Same page, *dreamt*, spelled *dreamed*, as the preferable spelling in Webster's school dictionary! On page 138, *repugnancy*, four syllables, spelled *repugnance*, three syllables, in Webster's school dictionary! Same page, *blazen*, spelled *blazon* in all Webster's dictionaries! On page 141, *hazle*, with *le*, spelled *hazel*, with *el*, in all Webster's dictionaries! Same page, *bauble*, spelled *bawble* in all Webster's dictionaries! On page 142, *coddle*, with *dd*, spelled *codle*, with single *d*, as the preferable spelling in all Webster's dictionaries! On page 145, *raddish*, spelled *radish*, with single *d* in Webster's dictionaries! The *errorous*

orthography of the eight words contained in the class of words of distinctive definitions, was pointed out on page 20. On page 150, *briar*, and on page 25, *brier*, two ways, agreeably to his *old* spelling-book, contrary to all his dictionaries! On page 151, *oose*, and on page 148, *ooze* and *ouse*, three ways, and it is spelled but *one* way, *ooze*, in Webster's school dictionary! On page 152, *route*, *seine*, spelled *sein* and *rout*, in Webster's dictionaries! Same page, *seignor*, spelled *seignior*, on page 149 and 153, and in Webster's dictionaries! [*Seignor* is a blunder in his *old* spelling-book, evidently copied from Dilworth.] On page 153, *baseviol*, and on page 39, *baseviol*, spelled *baseviol* in Webster's school dictionary! On page 154, *croup*, spelled two ways in Webster's school dictionary! Same page, *masque*, and *mask* in all Webster's dictionaries! On page 155, *brunette*, and *brunet* preferable spelling in Webster's school dictionary! Same page, *bdellium*, and *bdellum* in Webster's school dictionary! On page 156, *mosque*, spelled agreeably to his *old* spelling-book, contrary to all his dictionaries, but agreeably to Johnson and Walker! *Opaque*, on the same page; the erroneous orthography of which has been pointed out! Same page, *nought* and *tongue*, spelled *naught* and *tung*, as the preferable spelling in his school dictionary! On page 158, *dishevil*, spelled *dishevel* in Webster's school dictionary! On page 160, *wo* and *woe*, spelled two ways, and but one (*woe*) in Webster's school dictionary! Thus, I have pointed out some of the most prominent differences in the orthography of the Elementary spelling-book, and Webster's dictionaries, and have fully shown, it is believed, that the orthography of the *new* spelling-book is MORE ERRONEOUS than the *old* one!

PRONUNCIATION.

I shall now take notice of the "ANALYSIS OF SOUNDS IN THE ENGLISH LANGUAGE," and point out what I consider defective in it. And first:—It is stated on page 9, that "the short sound of *o* in *not*, is somewhat lengthened before *r*, *s*, *th*, and *ng*, as in *nor*, *cross*, *broth*, *belong*;" yet Mr. Ely has made no distinction between the long broad *o* and short broad *o*, in the classification of the words in the spelling-book! Thus, on page 34, he has *orbit* and *vomit*, *mortar* and *robber*, &c., &c., all classed under figure two, sounded alike! But Mr. Webster did make a distinction between these two sounds of *o*, as it should be, in his *old* spelling-book! In the analysis of the sounds of the consonants, Mr. Ely has told us that some of the consonants are *silent*, yet there are other consonants which are silent, respecting the silence of which he has said nothing. Again, he has

told us that some of the consonants are never silent, yet there are others which are never silent, also, of which he has said nothing. This, I presume, will be considered a very great defect; for the scholar would suppose (and reasonably) that as he has spoken of the silence of some of the consonants, he had noted *all* which are *silent* in his spelling lessons; yet this is not the case.

It is true Mr. Ely has told us, on page 11, that "P before *s* is mute;" but he has not told us that it is silent before *t*, in the same syllable, or between *m* and *t* in the same syllable. He has told us that *h* is silent after *r*, but he has not told us that it is ever silent in any other situation, as in *herb*, *honor* &c.! Although Mr. Ely has some letters in italick in his spelling lessons, yet he has not told us in his "ANALYSIS," that *silent* letters are printed in italick! and, consequently, inasmuch as he has *not* all *silent* letters in italick in all his spelling lessons, the pronunciation must be more defective, indeterminate, and uncertain, than in the spelling lessons of the *old* spelling-book, in which the silent letters were in italick! Thus, on page 80, in receipt, the *p* is italick, but in temptation, page 96, consumption, page 97, consumptive and presumptive, page 66, peremptory page 67, &c., the *p* is not in italick, and we can not know from the spelling-book, whether the *p* should be sounded or not! Again, *h* is italick in hour, page 38, in honor, page 61, but not in herb, page 27! Shall we pronounce *herb* or *herb*? On page 30, *two*, *v* is not in italick, as it is on page 39, in the *old* spelling-book! Shall we sound the *v*? The answer to this question can not be known until we arrive at page 149, where *two* is classed with *too*, in which there is no *v*! Is the first *i* silent in chestnut, page 35, or should it be sounded? Is *h* silent in thyme, page 37, or should it be sounded? The *u* is in italick in guile, page 43, but not in guileful, page 87! Should it be sounded in guileful? On page 45, eight, weight, &c., page 80, alight, delight, &c., page 118, fight, &c., *gh* not in italick, but in italick in daughter and slaughter, page 107! On page 47, Mr. Ely has *salve*, *l* italick, and *calve*, in which *l* is also silent, he has among irregular words on page 154! Is the *a* silent in mountainous, page 48? or in mountaineer, page 61? Is *t* silent in bankruptcy, page 62? On page 13, we are told, that when "e follows a consonant, at the end of words, with a single vowel preceding that vowel, except the dotted *i*, is long, as in fate, mete," &c. How, then, shall we sound the last *i* in *pristine*, page 68; *i* in *famine*, *doctrine*, *destine*, &c., page 73; *promise*, page 83, *executive*, page 77, &c., &c.? Certainly *i* long. Shall we sound *d* long in *friday*, page 74, or should the *a* be silent and the *y* sounded? &c., &c., &c. Throughout all the spelling lessons, the same

doubt and uncertainty exist, relative to the pronunciation of the *silent* and other letters. Other omissions in his "ANALYSIS" might be shown, which greatly increase the defects in the classification, such as the compiler's omitting the *reasons* for the peculiar sounds of the letters in certain situations. This list might be extended almost without limitation, by a class of words, the pronunciation of which can not be determined, either by his "ANALYSIS" or his classification. On page 10 and on page 155, Mr. Ely has said, that *gh* in *hough* has the sound of *f*; but in all Webster's dictionaries, it is sounded like *ph*, thus, *hok*!! Again, on page 10, Mr. Ely has stated that, "*gh* are mute in every English word, both in the middle and at the end of words, except in the following," *cough*, &c. How, then, shall we sound *draught*? On page 114, Mr. Ely has inserted *thistle* and *throstle*, in which *t* is silent in all Webster's dictionaries! Mr. Ely has inserted *thistle*, on page 143, in which he has noticed the silence of *t*, but *throstle* is not thus noted. Is the first *h* silent or sounded in *diphthong* and *triphthong*, page 114? Shall we sound them *diphthong* and *triphthong*, or *diphthong* and *triphthong*? Mr. Ely has not any where in the spelling-book, informed us how to sound them! On page 10, Mr. Ely has stated, that "*x* is sometimes pronounced as *gz*," but has not informed us in what situation *x* should have his sound! Is *p* silent in *exempt* and *exemption*, page 120, or shall it be sounded? Is *s* silent in *christmas* and *christendom*, page 123, or shall it be sounded in these words? The *p* and *t* are not sounded in the preceding, and all similar words, in Webster's octavo dictionary! On page 11, Mr. Ely says, "The digraph *ai*, in words of one syllable, and in accented syllables, has the sound of a long *i*;" yet, on page 141, he has a class of words over which he says, "In the following, and similar words, (*bare, care, flare, &c.*) a before *r*, though marked with its first or long sound, deviates a little from that sound, and accords EXACTLY with the sound of *ai* in *pair, pair*," which, agreeably to his rule above noted, (given on page 11,) is a long *iii*!! And, again, on page 79, Mr. Ely has classed *attain*, *despair*, *declare*, &c., all under figure 1, as having precisely the same sound!! On page 135, Mr. Ely has classed 27 words, in which Walker, and good speakers in this country and in England, sound *t* as *tsh*. Over this lesson, Mr. Ely has told us that this class of words can be and are sounded three different ways, yet he has not informed us which of the three ways to pronounce these words! It is quite singular that Mr. Webster has noted the aspiration of *s* like *zh*, when followed by long *u* and preceded by the accent, as in *measure*, &c.; but has not noted this aspiration of *t* like *tsh*, in the same situation! and it is

just as agreeable to analogy, to pronounce *measure*, pleasure, *mez-ur*, *plez-ur*, instead of *mez-ure*, *plezh-ure*, as it is to pronounce, *nature*, future, *na-tur*, *fu-tur*, instead of *futshure*, *na-tshure*; for they (the *t* and *s*) are both preceded by the accent and followed by *u*, consequently both subject to aspiration from the same principle of analogy, as we sound *c*, *s*, and *t*, like *sh*, gracious, pension, nation! for, although we sound *s* and *t* like *sh* in pension and nation, when followed by *i* and another vowel, yet when *s* is followed by *u* we sound it like *zh*, as in *measure*; and, in like manner, should we (from the same analogy) sound the *t* like *tsh*, when followed by long *u*, as in *nature*. On page 23, *ant, chant, &c.*, a flat; and, same page, *plant, rant, &c.*, same termination, a short! On page 71, *transplant*, a flat in the first syllable, and *transact*, same page, a short in first syllable! On page 75, *amass, repass, surpass*, a flat, and same page, *cuirass and morass*, same termination, a short! On page 83, *unloose* and *tattoo*, are placed under figure 1, long *o*! On page 58, *slander*, a flat, and on page 56, *gander*, page 61, *candor*, a short, and a is followed by the same letters in each case! On page 103, *asperate*, a short, and on page 111, *exasperate*, a flat! On page 108, *ascend*, accented on the first syllable, 148, accented on the last syllable! On page 129, *rhetoric*, accented on the second syllable, page 155, accented on the first!

As I intend to point out, at some future time, the contradictions and inconsistencies in the pronunciation and division of words, in Mr. Webster's dictionaries, I have, in this review, limited my remarks principally to the contradictions between the Elementary spelling-book and his school dictionary. On page 41, *husbandry*, *s* hissing, like *z* in school dictionary! On page 44, *cartel*, a short, a flat in dictionary! On page 47, *fault*, page 70, *almanac*, page 83, *default*, *assault*, page 107, *faulty*, *alter*, *almost*, broad a short, and broad a long in Webster's octavo dictionary! On page 55, *want*, broad a short, and page 107, *wanting*, broad a long! page 78, *assure*, page 88, *censure*, *pressure*, *fissure*, without noting the sound of *s* as *sh*, but on page 154, *issue* and *tissue*, the sound of *sh* is noted in these two words! &c., &c., &c., page 106, *microcosm*, wrongly pronounced, *i* long in Webster's school dictionary! page 48, *anchovy*, diverse, farewell, page 100, *stalactite*, page 106, *nevertheless*, page 115, *almost*, page 107, *whomsoever*, page 119, *valise*, page 154, *harangue*, page 156, *afflux*, page 85, wrongly accented! On page 110, *oblivion*, page 117, *contumelious*, page 122, *truncheon*, *military*, *modillion*, *rebellion*, *rebellious*, seniority, page 95, *cetaceous*, page 127, wrong number of syllables!

ADDENDA.

Since the publication of the preceding Review, some years ago, Dr. Webster and the publisher of the Elementary Spelling Book have had the stereotypers employed in constant *changes, alterations, and corrections* in accordance with the previous Criticism; and, so great have been these changes and alterations, that no two editions can be found which exactly agree. In fact, so great are the *differences* between some of the editions printed in various parts of the United States, that they can not be used in the same class without great inconvenience, as will be hereafter shown. Yet the proprietors of the copy-right of this book of *blunders, contradictions, and changes*, in the city of New York, have the *assurance* to inform the community, in an edition recently issued, that, "Certain it is, that all the *new books* [spelling books] made, have not advanced education one step!" And they have the *modesty* still farther to assure the public, that "for the object of mere *selfishness*, teachers, parents, and children, are taxed" to purchase these new books. Perhaps these same proprietors of the copy-right of the Elementary Spelling Book, would not thank me for telling this same public that they often, with the most *patriotic* spirit and *disinterested* benevolence, boast of the thousands of dollars which they are annually receiving as profits from the publication of the Elementary Spelling Book. No "*mere selfishness*" in that, I presume. I will now point out the important changes which have been made in the Elementary Spelling Book since the preceding Review was first published—particularly those which cause it to differ from the Review. As they have proceeded with the alterations and *corrections* in the Elementary, it will require about fourteen years to complete the *correction* of all the *blunders* pointed out in this Review!

The first important change or alteration in the Elementary Spelling Book was as follows: When Mr. Ely compiled it, he did not insert any cuts or fables; and, the book was so published without them, (as Mr. Ely wrote it,) for three or four years. Then, after Mr. Ely's death, Dr. Webster struck out nearly FIVE and a HALF pages of the *most important* spelling lessons in the book, so that neither these words nor any rules respecting their orthography or pronunciation, appeared in any part of the Elementary Spelling Book!! Thus rendering it, if possible, in addition to the *blunders* of Mr. Ely, the most *deficient* as well as *erroneous* and *defective* Spelling Book ever published! Certainly Dr. Webster should have inserted an apology for Mr. Ely at the commencement of these pages, and informed the public that it is true that when Mr. Ely sent him the manuscript to New Haven, without any cuts or fables, he did then approve of the plan of not having them; and, he should also have stated that, on reflection, he concluded that if his publishers could sell a few more books by having some cuts and absurd fables, so as to increase his copy-right income, it was of more consequence to him than the retention of five or six pages of the most important tables which Mr. Ely classed on pages 139, 140, 141, 142, 143, and 144, amounting to FIVE HUNDRED and TEN words!! There can not be any other reason assigned by Dr. Webster or his "family," than that of increasing the sale of his book!

These lessons not only contain some of the most important classes of words in the language, but they are more creditable to Mr. Ely than any other part of the

Elementary Spelling Book. Had Dr. Webster a right, then, to strike out these important lessons, thereby making the book much *less useful* to children than it was when published in the form in which Mr. Ely sent it to him, and for which he sent him a complimentary letter, without stating the fact to the public, so that the literary reputation of Mr. Ely would not suffer by the alteration? Or, on the contrary, if Dr. Webster discovered that Mr. Ely was incompetent to write a spelling book for him to put his name to as author, then he should have stated that to the community, so that in either case the reputation of Mr. Ely would have justice done it. What renders the expulsion of these words highly *censurable* on the part of Dr. Webster is, that the lesson 145, commencing on page 138 and ending on 140, which contained words ending in *en*, *in*, and *on*, in which *e*, *i*, and *o*, are mute, to the number of *one hundred and fifty* words, as *bacon*, *basin*, *burden*, &c., was nearly annihilated by Dr. Webster, so that there were but *twenty-one* of the *one hundred and fifty* remaining as Mr. Ely wrote them; consequently, any one who has not seen the first edition of the Elementary Spelling Book, will suppose that Mr. Ely had discovered but *TWENTY-ONE* words of this description! Thus Dr. Webster has cut the lesson (145) in the *midst*, so as to make *EVEN* pages!!!

The following are some of the words thus struck out of the Elementary Spelling Book.

Risen	reason	red den	reck on	unbroken
seven	treason	rid den	laden	unshap en
oven	prison	trodden	even	mistaken
dozen	pardon	happen	weaken	sharpen
hard en	mason	kitten	eaten	liken
widen	dams on	smitten	eleven	silken
taken	parson	rotten	awaken	frozen
token	mutton	spoken	imprison	fallen
waken	sadden	open,	unshaken,	fatten,
season	madden	&c.	&c.	&c.

The following were struck out also :—Apostrophe, epitome, diastole, catastrophe, hyperbole, simile, syncope, &c., &c.

Also the following : care, dare, flare, rare, scare, share, spare, square, parent, apparent, forbear, aware, &c. &c.

The following are some of the extensive class of words ending in *le*, entirely struck out by Dr. Webster from pages 141, 142, 143, and 144, of the Elementary Spelling Book.

Cable	maple	muzzle	wimble	ample
cradle	huddle	rabble	stubble	simple
trifle	riddle	ruffle	amble	little
rifle	handle	rattle	dandle	terrible
fable	bundle	rimple	fondle	horrible
title	temple	ripple	fumble	credible
bible	apple	sample	kindle	miracle
ladle	paddle	snuffle	stamble	possible
needle	saddle	staddle	tremble	probable
sable	buckle	stopple	puzzle	sensible
stable	cockle	struggle	straddle	obstacle
staple	sickle	tackle	settle	article
table	cattle	shackle	tattle	movable
battle	cripple	tittle	tipple	provable
babble	nipple	treble	warble	blamable
bramble	marble	triple	sparkle	tunable
cobble	nettle	trundle	trample	tamable

dimple	pebble	turtle	dazzle	salable
bottle	pimple	speckle	bubble	vehicle
fiddle	purple	prickle	noble	pinnacle, &c. &c

[See Cobb's new Spelling book, pages 57, 58, 59, 60, 88, 89, and 106, containing more than FOUR HUNDRED words ending in *le*, not ONE of which is contained in any spelling lesson of the Elementary Spelling Book! See also page 78, about EIGHT words, ending in *ance* and *ence*, as *dancee*, *lance*, *balance*, *substance*, *hence*, *eminence*, *benevolence*, &c. &c., only ONE of which, *remonstrance*, is in any spelling lesson of the Elementary Spelling Book!!]

Again; The following words have also been struck from page 143 of the Elementary Spelling Book, by Dr. Webster:—*Castle*, *gristle*, *bustle*, *nestle*, *rustle*, *jostle*, *kustle*, *pastle*, *trestle*, *wrestle*, *bristle*, *epistle*, &c., which do not now appear in it!

The next important *change* in the Elementary Spelling Book, was that of Dr Webster's striking out the half page of *reading*, page 167, and inserting the *nin* words ending in *ten*, *t* silent, previously struck out by him from page 140; as *Chasten*, *hasten*, *christen*, *glisten*, *fasten*, *listen*, *moisten*, *often* and *soften*; and *twenty-four* words in which the letter *q* is equivalent to *k*, as a substitute for the similar class of *fifteen* words struck out by him from page 140; as *aqueduct*, *aquiline*, *equity*, *liquor*, &c., &c.; though there are but twenty-three words in all, as *liquidity* is inserted *twice* in the same lesson! These *thirty* or *forty* words are placed upon this page very *queerly*, to say the least of it, among the abbreviations, punctuation, &c.

The minor *changes* and *corrections* will now be pointed out. This will be attended with great difficulty, for the *same* changes, as before stated, have not been made in the *different* editions. Thus, Mr. Ely inserted *opaque*, page 78, third column, agreeably to Webster's School Dictionary, but *opaque*, page 156, agreeably to Walker and Johnson! In some editions *opaque* has been struck out, and *opaque* retained contrary to Webster's School Dictionary! Page 52 *predatory*, repetition, third column, is struck out in Coolidges' last edition, though two others still remain on the same leaf! Page 79, *insnare*, spoken of as wrongly spelled on page 141, is struck out of that page! A laughable *correction* has been made on page 95, where *superfluity* occurs *twice* in the *same* column! In some editions the second one is struck out, and *continuity* put in its place, which word is also on page 117!! Page 115 *whiten*, *whistle*, *whistle* and *whistle*, repeated 140 and 143, have been struck from the latter pages! Page 119, *whoopingcough*, wrongly spelled, is, in some editions, corrected by being struck from the book! Page 155, *seraglio* is corrected. Page 125 *cholic*, wrongly spelled, is, in some editions, corrected, and in others, *chlorite* is substituted for it! On page 125, first edition, *sluggard* was inserted with words in which *g* is hard before *e*, *i* and *y*. That was pointed out and *waggish* inserted in its place, a word already on the *same* page! That blunder was pointed out, and the *luggar* was put in its place in *some* editions!! Page 131, *extatic* is corrected in some editions. Pages 139, 140, 142, 143 and 144, the repetitions of *earthen*, *given*, *thimble*, *whistle*, &c., have been corrected by Dr. Webster, by his *striking them out* of these pages! Page 141, *hazle*, wrongly spelled, has been corrected by being struck from the book entirely! The repetitions of *lessen* and *lesson*, page 139, *beare* and *glare*, 141, have been corrected by being struck from those pages! The defect in *arrangement*, spoken of at the bottom of page 21 of this Review, as occurring on pages 141, 142, 143, and 144, has been corrected by Dr. Webster, most *effectually*, by his *striking out all* the spelling lessons on these pages alluded to! The word *brazier*, spoken of page 22 this Review, as spelled wrong, page 122, has been corrected in some editions of the Elementary Spelling Book. So also of *mein*, page 40. Page 59, there has been really *comical* work upon the poor unoffending word *panado*, third column, as written by Mr. Ely. Some years ago, the middle syllable (*na*) of this word was injured by the stereotyper, and not having a copy of the Elementary Spe-

* See also pages 8 and 9 of this Review for extensive classes of words entirely omitted by Mr. Ely.

ling Book at hand, he corrected the injury by putting *go* in the stereotype plate, turning *panado* into *pagodo*, and so it was printed in *some* editions ! But Dr. Webster either discovered it himself or had it pointed out to him by some one, and he ordered the last *o* to be changed to *a*, thus making it *pagoda*, and also, thus giving *three* DIFFERENT words in the *different* editions of the Elementary Spelling Book—*panado*, *pagodo* and *pagoda* ! ! This last correction by Dr. Webster is *positive proof* that he was *entirely ignorant* of the plan of classification given by Mr. Ely ! for *pagoda* does not agree with the words which follow, all of which end in *o*, as *torpedo*, *bravado*, *tornado*, &c., as written by Mr. Ely ! Still more, Mr. Ely did not, in any spelling lesson of the Elementary Spelling Book, insert any word which ends in *a*, except the words *chimera*, page 123, and *asthma*, 155. It is, therefore, a violation of Mr. Ely's plan, as he did not insert any such words as *zebra*, *idea*, *diploma*, *stanza*, *soda*, *drama*, *manna*, *umbrella*, *dilemma*, *piazza*, *arena*, *stigma*, *dogma*, *enigma*, &c., in any of the spelling lessons. The words *lilly*, *hansel*, *cullender* and *ensnare*, spoken of page 23 in this Review as being spelled wrong, have been corrected by Dr. Webster in *some* editions ; *ensnare*, by striking it from page 141 ! The words *antedeluvian*, *apposite*, *innoculate*, *appellative* and *valetudenarian*, spoken of page 24 of this Review as spelled wrong, have been corrected in *some* editions. Page 156, *nought* is spelled wrong, as stated page 25 of this Review, being classed with words having *ou* in them ! In some editions it has been corrected, spelled *naught*, but still retained in the class with words having *ou* in them ! What is still *more laughable* and *ridiculous* is, that in the *same* edition of G. F. Coledge & Brother, in which the word is correctly spelled, page 156, it still *remains wrongly* spelled, page 148, *nought* ! Pages 100, 106 and 108, on which the words *diverse*, *stalactite* and *ascent* are wrongly accented, as pointed out page 26 of this Review, the first is corrected by placing a mark over the first syllable, and the other two are *corrected* in *some* editions, by being *struck* out of the book, and *autograph* and *advent* inserted in their place ! In *some* editions, the words *flagitious* and *noviciate* have been corrected ! In some editions *causeway*, page 107, has been *changed* to *causeway* !

But the last and *most* IMPORTANT CHANGE which has been made in this *truly wonderful* book of BLUNDERS and CHANGES is, that by Dr. Webster, in his striking out the whole reading lesson, page 168, and placing the two classes of words which have *ei* and *ie*, in separate divisions, in *accordance* with the plan of Cobb's New Spelling Book, that of classing similarity of *orthography* and similarity of *sound* together, so that the *eye* and *ear* will act in concert or unison, without *doubt*, *confusion*, or *uncertainty*. [See Cobb's New Spelling Book, pages 66, 81, &c., in which these words are separately classed.] This admission on the part of Dr. Webster is of great importance to Mr. Cobb and his friends, for the *principle* is here admitted ; and, it is just as necessary that the words having *ea* and *ee*, *ou* and *ow*, as in *heap* and *deep*, *noun* and *drown*, &c., should be separately classed, so as "to recollect which of these letters stands first," as that the words containing *ei* and *ie* should be "in distinct tables," as stated by Dr. Webster, page 168 of the Elementary Spelling Book.

What renders the insertion of these two classes of words on page 168, *truly remarkable* is the fact, that, of the FIFTY-NINE words thus classed, THIRTY-SIX of them still remain in the previous spelling lessons *intermingled* with other words just as Mr. Ely wrote them ; so that *all* the *mischief* that could arise by the *intermixture* has been done to the scholar *before* he will arrive at page 168 ! ! Thus page 39 *brief*, *chief*, *fief*, *rief*, *seize* ; 40 *mien*, *shriek* ; 45 *pier*, *tier* ; 59 *disseizin* ; 61 *bombardier*, *brigadier*, *grenadier*, *financier* ; 74 *grievous* ; 78 *perceive*, *achieve*, *disseize*, *receive*, *relief*, *aggrieve*, *retrieve* ; 80 *relieve*, *conceit*, *deceit* ; 79 *brevier* ; 84 *thieve* ; 87 *seizure* ; 137 *cavalier* ; 115 *either*, *neither* ; 146 *ceil*, *ceiling* ; 148 *piece* ; 149 *signor*, *sein*, all inserted *twice* ! ! *Signor* is spelled contrary to the spelling of Mr. Ely, 149 and 155, and to the School Dictionary, but in accordance with Dr. Webster's old spelling book, a *blunder* copied by him from Dilworth's Spelling Book ! Dr. Webster has, however, on this page 168, spelled *sein* according to his School Dictionary, but different from Ely's spelling on page 149, which is still *retained* ! And again ; a great many of the

words thus mingled by Mr. Ely, have not been classed here on page 168! thus *grief*, 39, *reprieve* 78, *receipt* 80, *cannonier*, *cordelier*, *cashier*, *frontier*, &c., 137 are not here classed!

Perhaps the very greatest objection to the use of the Elementary Spelling Book in the same school with Webster's School Dictionary or to its use at all, under any circumstances, is the very *BAD, inconsistent, and contradictory* division of the words into syllables in the spelling columns. But the limits of this Review will not admit of the insertion of only a part of the contradictions in the division of words in the Elementary Spelling Book and School Dictionary.

<i>Elementary Spelling Book.</i>	<i>School Dictionary.</i>	<i>Elementary Spelling Book.</i>	<i>School Dictionary.</i>
34 pul-ley	pull-ey	48 den-sity	dens-ity
ur-gent	urg-ent	modes-ty	modest-y
35 tran-sit	trans-it	49 unea-sy	uneas-y
yon-der	yond-er	blan-dish	bland-ish
41 glutto-ny	glutton-y	bran-dish	brand-ish
bur-glary	burg-lary	furn-ish	fur-nish
43 pes-ter	pest-er	skir-mish	skirm-ish
tes-ter	test-er	varn-ish	var-nish
el-der	eld-er	50 hil-lock	hill-ock
tin-der	tind-er	bul-lock	bull-ock
ten-ter	tent-er	ver-nal	vern-al
51 lumi-nary	lumin-ary	52 au-ditory	aud-itory
ignomi-ny	ignomin-y	pur-gatory	purg-atory
tes-timony	test-imony	tran-sit-ory!	trans-i-tory!
53 infer-nal	infer-nal	64 cor-don	cord-on
etern-al	eter-nal	mar-tin	mart-in
diurn-al	diur-nal	gram-pus	gramp-us
deter-mine	determ-ine	65 fid-get	fidg-et
54 pimen-to	piment-o	bud-get	budg-et
alter-nate	altern-ate	mar-ket	mark-et
intes-tate	intest-ate	cas-ket	cask-et
56 bor-der	bord-er	bil-let	bill-et
af-ter	aft-er	hor-net	horn-et
raf-ter	raft-er	bur-net	burn-et
cen-ser	cens-er	trum-pet	trump-et
cen-sor	cens-or	bul-let	bull-et
spon-sor	spons-or	66 collect-ive	collec-tive
wel-kin	welk-in	pros-pective	pro-spective
bus-kin	busk-in	perspect-ive	perspec-tive
pist-on	pis-ton	induct-ive	induc-tive
57 scof-fer	scoff-er	percept-ive	percep-tive
58 nee-dy	need-y	compuls-ive	compul-sive
59 dissei-zin	disseiz-in	subver-sive	subvers-ive
tes-tator	test-ator	67 figu-rative	figur-ative
inden-ture	indent-ure	access-ory	acces-sory
61 moun-taineer	mount-aineer	hor-ticulture	hort-iculture
bombar-dier	bombard-ier	pur-gative	purg-ative
ran-cor	ranc-or	tran-sitive	trans-itive
fer-yor	ferv-or	sens-itive	sens-itive
vest-ry	ves-try	adject-ive	adject-ive
scan-ty	scant-y	68 glan-dulous	gland-ulous
tes-ty	test-y	pen-dulous	pend-ulous
62 blan-dishment	bland-ishment	83 timor-ous	timo-rous
bur-gamot	burg-amot	ventu-ous	ventu-ous
sardon-yx	sardo-nyx	des-pise	de-spise
sol-vency	solv-ency	74 ran-ger	rang-er
63 enumer-ate	enume-rate	stran-ger	strang-er
remuner-ate	remune-rate	76 collater-al	collate-ral
ar-morial	arm-orial	illiter-ate	illite-rate

<i>Elementary Spelling Book.</i>	<i>School dictionary.</i>	<i>Elementary Spelling Book.</i>	<i>School Dictionary.</i>
53 sen-sorium	sens-orium	77 invigo-rate	invigor-ate
com-edian	co-median	evapo-rate	evapor-ate
post-erior	pos-terior	inves-tigate	invest-igate
gratuit-ous	gratui-tous	indefin-ite	indefi-nite
69 mari-net	marin-er	invali-date	invalid-ate
70 edit-or	edi-tor	trans-pire	tran-spire
por-tico	port-ico	e-squire	es-quire
sophis-try	sophist-ry	102 trans-cen-dent!	tran-acend-ent!
72 bash-aw	ba-shaw	indul-gent	indulg-ent
fis-cal	fisc-al	efful-gent	effulg-ent
men-tal	ment-al	emul-gent	emulg-ent
83 numer-ous	nume-rous	astrin-gent	astring-ent
membran-ous	membra-nous	restrin-gent	restring-ent.
gener-ous	gene-rous	emer-gent	emerg-ent
ran-corous	ranc-orous	deter-gent	deterg-ent
amor-ous	amo-rous		

It be seen that in *ten* words page 102, there are *eight* contradictions in division !! heart sickens at the amount of *blunders* and *contradictions* in the Elementary . There are as many as *FOUR* or *FIVE HUNDRED* contradictions in division . But space will not permit the insertion of more.

NOTE.

Although Dr. Webster *professed* to consider Mr. Cobb's criticism on the Elementary Spelling Book *beneath* his notice, yet he became so thoroughly convinced of the importance of that criticism, that he published "A SUPPLEMENT TO THE ELEMENTARY SPELLING BOOK," which he calls "THE TEACHER," in which he *attempted* to correct or supply some of the *deficiencies* of the Elementary Spelling Book, pointed out to him in the "Critical Review" !!

He has more particularly aimed at supplying the deficiencies in the class of words of "Distinctive Definitions," two or more of which are "*pronounced alike*," contained on pages 145, 146, 147, 148, 149, and 150, of the Elementary Spelling Book, and in the class of "*words of the same orthography, but differently pronounced*," on page 145 of that work. These *deficiencies* are aimed to be remedied on pages 6, 7, 8, 9, 10, 12, and 13 of the "Supplement."

As proof that that criticism on the Elementary Spelling Book induced Dr. Webster to attempt to remedy these deficiencies, pointed out in the lessons above referred to, it may be stated, that he has, in several instances, inserted words in the "Supplement" in accordance with that criticism, inasmuch that they agree with the similar lesson in Cobb's old Spelling Book, contrary to his own (*Webster's*) *School Dictionary* !!

Thus:—"arriere, the last body of an army," page 7, and page 137, Cobb's Spelling Book; "*discous*, broad and flat," page 8, and page 136, Cobb's Spelling Book, neither of which appear in Webster's School Dictionary! "*As-pe-rate*, to make rough," page 7; "*dis-cus*, a quoit," page 8; "*fun-gus* and *fun-gous*," page 10, all four *divided differently* from Dr. Webster's *own* School Dictionary, but in *exact* accordance with Cobb's old Spelling Book, pages 136, and 137 !!! In Dr Webster's School Dictionary they are divided thus:—"*As-per-ate*, *disc-us*, *fung-us*, and *fung-ous*! These deficiencies, (only a few of which are here given for want of room,) and many more, which exist in the Elementary Spelling Book, pointed out by Mr. Cobb in the "Critical Review" pages 42 and 43; and pages 17, 18, 19, and 20, of this Review, Dr. Webster has *attempted* to remedy, in his late "Supplement to the Elementary Spelling Book."

GENERAL STATEMENT

OF THE PLAN OF THE

NATIONAL SOCIETY OF LITERATURE AND SCIENCE.

THIS Society is a confederation of Literary and Scientific Societies, designed to promote and extend the empire of Knowledge, and for this object *associated* to secure advantages afforded only by combination, viz :—

To secure the co-operation of learned men and societies, of both continents, and to concentrate and render available to associated institutions, the wisdom which insulated societies may have acquired by years of experience—thus uniting more closely the bonds of literary communion—overcoming sectional prejudices—imparting consistency and efficiency to intellectual effort, and affording substantial inducements to the establishment of *NEW ASSOCIATIONS in every village of our country.*

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However imperfect may be the *PLAN* of this Society for effecting an object so desirable, it must be conceded that it possesses the merit of practicability. Within the past two years, and during an inauspicious period, many hundred societies have been planted in various parts of the United States; thereby making accessible to thousands of families (at an expense to each of only a few dollars,) the higher sources of knowledge contained in our best books, reviews, and magazines,—thus diverting inordinate love of excitement and pursuit of pleasure into better channels.

Experience shows that men coming together in the grave capacity of a society, exercise over each other an ennobling influence. In the selections of their books and magazines they generally

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A central office has been established at 192 Broadway, N. Y., under the charge of the General Agent, subject to the supervision of the Executive Committee. The following rules it has been found necessary to adopt.

1. No periodicals or books to be sent to any association, unless paid for in advance.
2. All books and periodicals shall be furnished at the regular prices as charged by the original publishers.
3. Packages of periodicals shall be sent to the respective depots of the society, free of charge, as often as once a month, and to places easily accessible, twice or three times a month.
4. No responsibility in the forwarding of parcels will be assumed by the officers of the Central Society, further than is implied in their delivery at the respective depots.
5. Should any book or periodical fail of being received, the Central Society will in no case supply another copy, unless proper notice is given within three months from the time it is due.

It is proper for associations to understand that some delay must necessarily ensue in the receipt of their works, unless forwarded by mail; which, if done, must be at their own expense and risk. By receiving them from the depots of the society, a saving of about *one third* of the cost will be made: but the delay, although trivial in itself, is occasionally the source of complaint. Sometimes, in remote places, with which the means of communication are uncertain, parcels may be delayed on the way for a few days; at others, it may be advisable to detain a package for a short time in expectation of the receipt of important works. It should also be borne in mind that very few, not more than six or eight of our magazines, are issued promptly on the days of nominal publication: in many cases they are obtainable only after a delay of a week, or even a fortnight: in some rare instances a month or more intervenes. Foreign publications are subject to like irregularities, and are still more beyond our control.

These causes are here frankly stated to prevent disappointment; yet it is proper to remark, that, except in a few instances, the works ordered from this society will be delivered at all the depots, within ten days from the time they are actually published; and, in most cases, within one week, and frequently within a day or two. To the remote south and west, it has as yet been found advisable to send but once a month; there, consequently, a longer space must intervene.

The officers of associate societies will perceive the necessity of their freely communicating with the General Agent in every case of default in the receipt of a parcel.

Orders for new works, and inquiries generally, must be made to the General Agent, (free of charge,) and not to the depot agents, as these are employed solely to facilitate the forwarding and delivering of parcels.

* * It is deemed proper to state, in answer to inquiries, that agents and others in the employment of the Central Society, receive only what is considered a just remuneration for their labor. Any surplus which may accumulate eventually, will be at the disposal of the members of the Central Society at the annual meeting thereof.

LIST OF PUBLICATIONS.

Magazines distinguished thus [*] must be taken for the whole year, and those designated thus [†] must be taken for six months, commencing with the 1st No. of the current volume. Periodicals designated by the letter [a] are published on the 1st of the month—letter [b] on the 10th—letter [c] on the 20th—all others uncertain.

THEOLOGICAL REVIEWS AND MAGAZINES.

AMERICAN QUARTERLY PUBLICATIONS.

a. <i>American Biblical Repository</i> , Biblical and general literature; edited by Abalom Peters, D. D., 2 vols. 8vo. Jan. & July, (new school.)	\$5 00	c. <i>Christian Review</i> , (Baptist) edited by Prof. B. Sears, Boston, 1 vol. March,	\$3 00
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c. <i>Princeton Biblical Repertory</i> , 1 vol. Jan., (old school.)	3 00	<i>Free-Will Baptist Magazine</i> , Concord, N. H.,	50

THEOLOGICAL REVIEWS, &c.—CONTINUED.

American Monthly Publications.

- a. *Baptist Missionary Magazine*, published by the board of managers of the Baptist General Convention. Boston, 1 vol., Jan., \$1 00
- a. *Christian Examiner*, (Unitarian,) Boston, every 2 mo., 2 vols. March & September, 4 00
- a. *Spirit of Missions*, (Epis.,) New York, 1 vol., 1 00
- c. *Miscellany of Religion and Letters*, (Unitarian,) 1 vol., Jan., 3 00
- Mother's Journal*,* Utica, N. Y., 1 vol., 1 00
- Charleston Gospel Messenger*,* (Epis.) 1 vol. April, 3 00
- Baltimore Literary and Religious Magazine*, Jan., 2 50
- National Preacher*, (Presb.,) sermons by eminent living divines. New York, 1 vol., Jan., 1 00
- Journal of Christian Education*, (Epis.,) 1 vol., Jan., 1 00
- Southern Christian Sentinel*, (old school,) Charleston, 1 vol., May, 3 00

Reprints.

The Christian Library, (second edition,) a reprint of popular religious works. Each volume contains over 400 large octavo pages, and comprises 4 or 5 entire works. (The first volume contains the lives of *Cowper*, *Spencer*, *Melancthon*, and *Pierce*.) Thus some twelve entire works, which in their original form would cost about \$30, are now made accessible for 6 00

Foreign Publications.

- Eclectic Review*, the leading dissenting work in England, 10 00
- Christian Observer*, a long established religious Journal, (Epis.,) monthly, 1 vol., Jan., 6 00
- Christian Traveller*, countries viewed in association with the progress of Christian conversion, 6 00
- Congregational Magazine*, with supplement, 5 00
- Christian Guardian*, 2 00
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- Evangelical Magazine*, with supplement, 2 20
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- British Magazine*, (Epis.,) 10 00

GENERAL REVIEWS.

American Quarterly Publications.

- North American Review*, Boston, edited by J. G. Palfrey, D. D., 2 vols., Jan. and July, 5 00
- New York Review*, edited by J. G. Cogswell, 2 vols., Jan. and July, 5 00

American Monthly.

- The Democratic Review*. Politics and General Literature, New York, 2 vols., Jan. and July, 5 00

Reprints.

- London Quarterly Review*, (Tory,) 3 00

- Edinburg Review*, (Whig,) \$3 00
- Westminster Review*, (Liberal,) 3 00
- Foreign Quarterly Review*, (Continental Literature,) 3 00
- Either two of them, 5 00
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Foreign Publications

- Dublin Review*, General Literature, Catholic predilections, 8 00
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- Monthly Review*, original criticisms, 10 00
- Athenaeum*. A review of the current productions of the Press, Fine Arts, Proceedings of Philosophical Societies, &c., very able and interesting, 6 00

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- c. *American Jurist and Law Magazine*, 2 vols., April and Oct., 5 00
- a. *American Journal of Medical Science*, (original contributions,) edited by Drs. Hays & T. R. Beck, 5 00

American Monthly Publications.

- b. *Library of Health, and Teacher of the Human Constitution*,* W. A. Alcott, Boston, 1 vol., 5 00
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- Louisville Medical Journal*, 2 vols., Jan. and July, 5 00
- Homeopathic Magazine*, New York, 5 00
- American Medical Library and Intelligencer*, edited by Robley Dunglison, M. D., Philadelphia, 2 vols., July and Jan., 5 00

Reprints.

- Jonsons' Medico-Chirurgical Review*, quarterly, 2 vols., Jan. and July, 5 00

Foreign Publications.

- Lancet*, (weekly,) 14 00
- Monthly Law Magazine*, 14 00

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- c. *Quarterly Register*, published by the American Education Society, Boston, 1 vol., 2 00

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- Temperance Recorder*,* Albany, 1 vol., Jan., 0 50
- Young People's Book, or Magazine of Useful and Entertaining Knowledge*, with numerous engravings, 1 vol., Sep., 2 00
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- Educator and Child's Cyclopædia*, 4 00
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Members.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	to 31	List of Magazines.
J. Coe.					3					1								1 N. Y. Review.
										3								
T. Smith.			2				3					1						2 Knickerbocker.
							2					3				1		
										3								
S. Clark.		1			2													3 Blackwood's Magazine.
					1					2						3		

Above it may be seen that J. Coe, on the 5th of the month, took Blackwood's Magazine; the index No. by which that work is known is 3; therefore it is placed with a pencil under the proper date and at right angles with his name *above* the dotted line; on the 10th of the month it is returned, and the figure 3 (its index No.) entered *below* the dotted line; at the same time he takes the N. Y. Review, the index No. of which is placed *above* the dotted line. Other entries may be seen in the specimen above. When the sheet is filled, the Secretary will examine the entries, note the fines, and rub out the entries of the first two or three weeks, thus making room for entries of the succeeding months.

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